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The Editors Say:

Any day, now, you may be asked to prove that the articles you seek to purchase are for national defense. What about that chalk—those pencils—and that pad of paper? Have they anything to do with fortifying the country? You well know they have!

Ah, yes. And your pet professional magazine—possibly this very JOURNAL OF EDUCATION—how much does it contribute to the national power to resist anarchy, despotism, warped ideas? No doubt you can answer this one better than we editors can. Still, we have been trying to apply the test ourselves while assembling the materials for this issue.

If it's "civilian morale" the authorities in Washington deem important—here are ingredients and formulas aplenty—and more to follow next month and the month after.

▼

We call your attention to two new features which we plan to bring you regularly. The first is to carry the title, "I May Be Right, I May Be Wrong," and those of you who know Dr. William C. McGinnis could almost have surmised he wrote it. Fellow administrators and teachers as well, will want to follow these monthly messages from the Perth Amboy Superintendent.

The second new feature we are launching is captioned "Textbook Topics," and is an expression of our unshaken belief in the importance of newer and better textbooks in the successful operation of the modern school. We invite authors, publishers and users of school texts to send us items of general interest for this new feature.

Starting next month, we shall devote space in every issue to the particular problems of the *beginning teacher.* We wish you could see the splendid material already at hand for that department. But then—your October issue will soon be coming along.

Greetings—and the best of luck to each of you!

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Research - THE SCIENTIFIC FOUNDATION OF

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AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA DALLAS SAN FRANCISCO

Editorials

Our Captain and His Crew

Should we—as loyal Americans—give our President whole-hearted support, or should we criticize him and hamper him?

This is a question each one of us must decide for himself. So long as we are not actually in the war a certain amount of opposition is desirable. It tends to keep the President reminded of his duties and his pledges. The margin of but one vote in the House of Representatives on the bill to extend the service of draftees was such a reminder. The President is too much inclined to piecemeal planning.

Some Americans feel that he is not sincere in his announced determination to keep this country out of war. They regard his every act as a maneuver to put us into it. Still—the war has been in progress two years now and the United States remains a non-belligerent. We may be on the rim of the boiling cauldron but we have not yet fallen in.

There are leaders who demand that the President take the people into his confidence and either admit his intention of putting us into the war or declare himself unequivocally for keeping us out of it.

To take the citizens into his confidence completely would be to tell the rest of the world what he intends to do.

But sometimes it is better to leave the way open for a bit of guessing.

Prime Minister Churchill has hinted in his radio report of the Atlantic conference that the United States is committed to stand with Britain until Hitlerism is overthrown, Germany disarmed, and the stolen countries restored to their rightful owners. This is a disturbing thought. It raises the suspicion that the President went beyond his rightful authority—that he entered into an agreement to take us into the war—and that is a prerogative of the Congress, not the President.

How far the United States will eventually go, no one can yet say. The worst thing we could possibly do would be to show ourselves before the ruthless exponents of aggression as a divided nation. Let the President's critics have their say—and may they teach him caution. But let the great majority of us remember that he has been entrusted with the task of leading us through the most troublous period in man's history since the birth of freedom. And let no sneering tyrant overseas find encouraging signs that this country is being softened up.

A Check of College Drop-outs

New Hampshire University is engaged in a study of why women students drop out or transfer to other institutions. Not that more of them quit that excellent university than other schools of similar rank. The purpose is apparently to ascertain what steps should be taken to make more of the students remain until graduation.

It is not too difficult to predict one of the answers that any inquiry of this sort by almost any college or university in the United States will bring out. It is that the student has left to secure some technical skill that will assist him or her to obtain employment. College graduates of the past decade have been too much of a drag on the labor market. Mentally disciplined and prepared to grow into responsible positions though they may be, they frequently lack at the outset any kind of expertness that employers recognize and know they need.

Colleges and universities are coming to see the necessity for equipping all their graduates with what it takes to get a job.

Wooing Latin America

A visitor from South America explains that the people of the United States are too impatient, in too much of a hurry, in their efforts to win the affections and the trade of their Latin neighbors. He would have us proceed more slowly; try to understand the people rather than transform them overnight to our ways of doing.

It was emphasized by this Colombian visitor—President Daniel S. Ortega of the Gimnasio Moderno at Bogota—that the best investment we can make in Latin America's future would be to aid in the spread of education. These nations are unable to provide free schooling for the masses of the people. He thinks we should turn in and help them to do this—because, as he says, an educated people would demand vastly more of the kind of articles the United States produces.

It is interesting to hear this argument advanced from beyond the Caribbean. It is valid enough, of course. The difficulty is that the United States can scarcely undertake to endow education throughout half the world. There is a limit to the resources of even this rich nation.

Economize—But Wisely

The last few weeks have brought the people of the United States face to face with the issue of where and how to curtail spending. Economy is decidedly a new note in the advices coming from Washington, but the exigencies of defense, the diversion of raw materials and machinery and labor to the making of military and naval equipment, the government's program of borrowing and taxing, and the danger of inflationary spending and ever-mounting prices—all these factors have combined to cause the Federal authorities to cry, "Spend less on luxuries."

The time appears to be riper than in years for the Government itself to undertake real education of the people in the art of managing their personal finances. The fundamentals of making personal budgets and living in conformity with them should be taught as never before. What are luxuries? What are true necessities for the body, mind and spirit—in addition to the most obvious ones? Education, for example, is even more necessary than in ordinary times. Recreation also, in its right amount and quality, cannot lightly be dispensed with. The same is true of religion—of literature—of the fine arts—and of other things more or less intangible.

The present economic upheaval will not be altogether wasted if it leads to more intelligent handling of our incomes.

This All-Enfolding War

A summer that has seen the German war machine sweep southward and eastward across Europe until the Balkans and great areas of Soviet Russia are in Hitler's power—that has seen France's hard-pressed rulers turn to virtual alliance with the aggressors—that has seen Italy's African empire wiped out—that has seen Japan grabbing more territory—that has seen Germany bombed severely and from both west and east—that has seen Finland joining with Germany, and England welcoming Soviet co-operation—that has seen the United States more than doubling the service period of draftees—that has seen us occupying far-off Iceland and patrolling distant waters to insure deliveries of war material—that has seen our defense production getting into gear—our taxes increasing and our savings going into government bonds—our aluminum called in and our gasoline conserved—our instalment buying discouraged and new automobiles and other conveniences harder to get—who shall measure the excitement, the worry, the hope, the tension of it all?

Technically we are not in the war, but practically it closes in around our feet and bends our thoughts and lives and shapes our destinies as individuals and as a people.

Here in America we are becoming more determined than ever not to abandon our cherished liberties. We will not seek direct participation in the war. But neither will we suffer our world of democratic ideals and privileges to be stolen from us, let the protection of these gains cost what it may.

That Parley at Sea

Two men met secretly in August, somewhere on the once broad, now narrowing Atlantic. They were the responsible heads of two great governments informally linked in a common determination to halt and destroy the Nazi madness. Such problems as they are dealing with called for full and free discussion. Only through close contact around a conference table could the needful interchange of thoughts occur. A meeting at sea was worth more than reams of cabled messages and letters.

Americans and Britishers and other friends of freedom throughout the world had reason to feel relieved when news came that Mr. Roosevelt and Mr. Churchill and the high-ranking advisers who accompanied them were safely landed from their venturesome parley.

The eight-point statement which the two men signed was not a pact, a common vow, nor any of the things a sensational portion of the press called it. It was a clarification of the aims common to the British Empire and the United States. It was the expressed conviction of two gentlemen as to what will be necessary before the world can dwell in peace and free men be loosed from imminent fear of aggression.

Those eight points, so reasonable and fair, should percolate among the common people of all lands and become to them a Greater Magna Charta. They are the most peaceful war aims ever enunciated. Wilson's famous Fourteen Points were complicated and difficult in comparison.

What is this great faith we have in America's capacity to produce more and better war implements than any other nation—this faith that we can be "the arsenal of democracy"? It is faith in the trained minds and hands of American workers, inventors, and managers—and it is a testimony to our people's belief in what the schools have done and can do.

As mankind grows up, it must master the art of living together—the art of neighborly fair dealing or its material progress will be its downfall.

If the great majority of Americans will put the public interest first this nation will emerge from the present crisis stronger than ever.

School and Business Can Cooperate

RANDALL R. PENHALE
Principal, Iron River High School
Iron River, Michigan

THE success of the public relations program of a high school principal depends upon his willingness to become an active citizen in the community. Included in the roster of students of the local secondary school are the sons and daughters of local dentists, lawyers, dairy men, insurance agents, retailers, newspaper editors, and what-have-you. All of them are busy people with an infinite supply of finicky problems of their own to worry about, but, and this is important, one problem in which they are always interested is the advancement of their own boys and girls. It naturally follows then that if the principal is seated next to them at the Rotary, Service, or Lions' club dinner, sooner or later a topic of friendly constructively-critical discussion will be Sarah's progress or failure in advanced algebra, history, or economics. As the dinner moves on from fruit cocktail to the main course of a half chicken, it is not uncommon for Dr. Smith to recall that he, too, never could get history, but chemistry was a snap. Of course, methods have changed since 1910, he admits, and perhaps school is a bit harder these days. Such conclusions tend to pull parents and teachers closer together—cooperation is not as difficult as once was the case.

▼

If the foregoing is true regarding individual students and individual parents, and I can vouch for its authenticity, it is immensely more so with reference to the support given to the schools in general. Most communities evince great interest in athletics. Business people, when time permits, attend basketball and football games, but what about the band? Are its uniforms spick and span? If not, how can new ones be provided, particularly when the local board of education can not see its way clear to purchase them? In some localities, a fine resourceful organization, such as the Band Mothers, draws up plans over a period of years. Iron River was not so blessed, but our 58 piece band is replete with bright red military coats, trousers (for girls too), Sam Brown belts, high crown hats, shakos, etc., cream color director's outfit, high stepping drum major and majorettes—thanks to a small group of public spirited business men and women who conceived and carried through to a glorious finish a campaign to raise more than $1,550, unaided by school people in any way.

▼

Capitalizing on what I believed to be an opportune moment for further improvement of public school relationships, we next discussed with the Iron River Business Men's Association their willingness to participate in the high school's vocational guidance program. Our first year's plan provided for a second semester course for juniors and seniors, particularly those who had little or no chance to go on to higher institutions of learning. Local leaders who came to the school on assigned days to inform our students concerning the qualifications for success in various vocations included a dentist, physician, garage foreman, bookkeeper, lawyer, beautician, newspaper editor, plumber, agricultural agent, superintendent of schools and many others. Prior to their visits, a member of the faculty whose subject was most closely tied up with a certain vocation was in charge for a week, and it was his job to provide scholastic and social background for the "vocations" class.

This program was satisfactory but its weakness was the fact that the class could not *see* men and women actually at work. It was second hand information, only a trifle better than that which could be obtained from textbooks on careers. Further, girls had to listen, for example, to highly technical talks on jobs in garages, etc., and boys were apparently bored with involved discussions on hairdressing and millinery.

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The natural outgrowth a year later was to discuss the program at a monthly gathering of the local business men's group asking their permission to send to their places of business one or two students who I, as coordinator, felt were best fitted. Pupils were excused at noon until three o'clock each day, except Friday, to gain work experiences under the supervision of the proprietors or managers. Occasionally the coordinator called at the local hotel, insurance office, or restaurant to observe the apprentices at work. On Fridays the entire group met as a class to discuss with me and one another the experiences of the past week, to make new assignments, reference reading, etc. Not only did townspeople approve of the program, but in many instances employers requested the retention of certain students beyond the experimental month because they had proved useful.

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The program met with the approval of labor authorities, yet was not controlled by them, because pupils were constantly under the supervision of the school. It did

not displace, or substitute for, employable men and women. No wages were paid, except after the first 30 days, if the employer wished to retain the same student, and then only at 15c per hour, the minimum recommended by the state board of vocational education. Care was exercised that no apprentice was permitted to injure himself with the use of dangerous machinery. There was constant communication between the employer and the coordinator.

But to come back to the thesis of the article, it should be stated that while the students benefited immeasurably by the course and have requested its repetition in 1941-42 (2 classes will be held, one for boys and another for girls) the school as a public institution also profited in that the community as a whole realized we were doing something immensely practical to educate boys and girls.

▼

Willis A. Sutton in his address to the Atlantic City Convention[1] declared, "We are accustomed to think that business is a tight-fisted, hard-headed, unreasonable kind of organization." To break down such an inaccurate belief, he thought "there should be some place where we could gather around a table and apply reason and common sense to our problems." That 'place' I have found to be the monthly meeting of the local business men's association and the same will be true of whatever organization you happen to have in your community. Your city will cooperate once it sees that its school administrators are attempting to do the best they can to prepare its future citizens for the work to be done tomorrow.

[1]See Journal of the N. E. A., May 1941.

The Boston Meeting in Review

By BELMONT FARLEY

The N.E.A. considered and laid new plans for the Defense of Democracy through Education

TEACHERS of the nation held the 79th annual convention of the National Education Association June 29-July 3, 1941 in the cradle of American liberty, and charted some liberties of their own. They asserted their right to clean house for themselves if and when the dust of disloyalty appeared on the furniture of education, and insisted upon teacher participation in appraisals made of the educational furnishings themselves.

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"The National Education Association," announces the resolutions adopted by the Representative Assembly on the last day it met, "is opposed to the employment, in any school, college or university, of any person who advocates or who is a member of any organization that advocates changing the form of government of the United States by any means not provided for under the federal Constitution."

In the same vein, proposals for a national Commission for the Defense of Democracy through Education, adopted and since implemented, set forth as one of the purposes of this action body, "to investigate alleged subversive teaching and to expose any teacher whose attitude is found to be inimical to the best interests of our country."

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The platform of the NEA, readopted by the Representative Assembly, includes, however, unmistakable insistence upon certain freedoms for teachers. "The interests of the child and of the profession require," 'according to that document, "teachers who are protected in their Constitutional rights of freedom of speech, press, and assembly. . . . The teacher's conduct should be subject only to such controls as those to which other responsible citizens are subjected. . . . Teachers should have the privilege of presenting all points of view without danger of reprisal by school administrations or by pressure groups in the community. . . . Teachers should have the right of protection from intimidation through fear of loss of position, reduction of salary, loss of opportunities for advancement, or deprivation of their usual assignments, responsibilities, and authorities. . . . Teachers should have the right to organize. . . ."

▼

Sharing their own declaration of independence, the teachers' resolutions proclaim the right of "full protection for all citizens of the liberties enumerated in the Constitution. Democracy cannot be successfully maintained if its essential elements are disregarded. . ."

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As to textbooks, an issue not belabored at convention sessions, the resolutions urge "that bodies adopting books for use in public schools do so upon the recommendation of committees composed of teachers who are adequately trained and regularly employed by school systems."

Before and after sessions of the convention teachers saw for the

first time or reacquainted themselves with the storied patriotic and literary shrines of the Boston area and of New England. Hospitality was extended under the direction of the Massachusetts Teachers Federation, the local teacher organizations, state and city departments of education, and of a New England Committee that brought a welcome from thousands of teachers beyond the bounds of the Old Bay State. Excursions ranged from Lexington and Concord to Gloucester, where conventioners indulged in an old-fashioned New England clam bake. Many of the delegates remained to enjoy post-convention vacations in the famous summer resorts of New England.

▼

While the many convention programs, arranged under the direction of President Donald DuShane, were sharply focused upon problems of vital importance to teachers, they were cosmopolitan in character. Three religious faiths were represented in the annual Sunday Vespers held concurrently in Faneuil Hall, "Old North Church," and King's Chapel. The Very Reverend William J. Murphy, S.J., President, Boston College; Rev. G. Bromley Oxnam, Resident Bishop, The Methodist Church, Boston Area; and Dr. Joshua Loth Liebman, Rabbi, Temple Israel, Boston, made the principal addresses at these sessions. Local leadership was again represented at the Life Members' Friendship Dinner which followed the vesper services. Ralph Barton Perry, professor of philosophy, Harvard University, spoke at this annual occasion on *Morale in a Democracy*. The Sunday evening session presented a festival of music by the choral societies and choirs of New England.

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Prominent among lay speakers were the following United States Senators—Lister Hill of Alabama; Robert A. Taft of Ohio; Claude Pepper of Florida; Gerald P. Nye of North Dakota; and Joseph Rosier of West Virginia. Senator Rosier, president of Fairmont Teachers College, West Virginia, is a past president of the National Education Association.

Mrs. W. A. Hastings, first vice-president, National Congress of Parents and Teachers; Ralph Hetzel, Jr., director, Economic Division, CIO; Reinhold Schairer, director of research, U.S. Committee on Educational Reconstruction; Miriam Van Waters, superintendent, Reformatory for Women, Framingham, Massachusetts; Orville S. Poland, of the United States Treasury Department; Leverett Saltonstall, Governor of Massachusetts; Maurice J. Tobin, Mayor of Boston; Milo J. Warner, National Commander, American Legion; Dr. Haven Emerson, College of Physicians and Surgeons, Columbia University; and James Rowland Angell, Educational Counselor, National Broadcasting Company, were among the speakers representing thought and activity outside the profession.

▼

Educators participating from convention platforms numbered approximately six hundred. Among them were President James B. Conant of Harvard University; Dean Harold Benjamin, University of Maryland, Dean Francis T. Spaulding of Harvard University; United States Commissioner of Education John W. Studebaker; Alonzo G. Grace, State Commissioner of Education, Connecticut; Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia; and Daniel L. Marsh, president, Boston University.

▼

Three national seminars, carrying forward a program project initiated at the Milwaukee convention of the Association, were held at the Boston meeting. They offered opportunity for study and discussion of the following topics: *Practicing Democracy in Our Schools; A Unified Public Relations Program;* and *Education for a Strong America.*

▼

Prominent convention topics included education and national defense, goodwill among the nations of the Western Hemisphere, health, family life, social security, and the relationship of the federal government to education including its responsibility for participation in local school support.

▼

Emphasis upon rural education was indicated in a program entitled "A Fair Start for the Country Child." The improvement of rural teaching, the revision of the curriculum, and school organization needed to serve the country child more adequately were principal subjects for discussion. The Representative Assembly adopted a resolution on the reorganization of school districts as follows:

> The National Education Association urges a reorganization of small school districts into larger ones by grouping extremely small enrollments into larger and more stimulating student bodies in order to secure more efficient and economical units, more expert administration and supervision, better buildings and equipment, richer programs of studies, and equalization of taxable wealth.

▼

The most farreaching authorization of the convention was acted upon August 16-17, when the Commission for the Defense of Democracy through Education was organized at NEA headquarters in Washington. The Executive Committee of the Commission electing Alonzo F. Myers, New York University, as its chairman, announced its purpose as the mobilization of education in the service of the nation in the present crisis. Donald DuShane, immediate past-president of the National Education Association, and Superintendent of Schools, Columbus, Indiana, was elected full-time secretary of the Commission by the Executive Committee. Secretary DuShane will begin his duties at NEA headquarters in Washington in September.

▼

The Commission will protect education and teachers against the attacks of any agency that has for its objective the undermining of the American school as a cornerstone of democratic ideals and practices.

"The Commission will take direct action in a manner as forceful as possible against all enemies of schools and education," said Dr. DuShane, the new Secretary. "We expect to move against all individuals and organizations who are endeavoring to weaken the schools. Such attacks threaten the security of our democracy. Education has a role in the defense program that is no less important than that of our armed forces."

The newly created Commission for the Defense of Democracy through Education will investigate criticisms and movements against education, school systems, teachers' colleges, textbooks, teachers' organizations, and individual teachers. Such investigations will be handled in a way to obtain constructive and significant results.

The Commission will study the groups opposing education, discover the sources of their funds and take such action as is considered appropriate. It will endeavor to protect the American schools from educational curtailment and financial restrictions due to competition for funds on the part of other national needs, and to defend education from such ravages as were inflicted upon it during the great economic depression, when full educational opportunity was denied millions of youth who are thereby less fitted to perform their best service to country in the present crisis.

The new Commission will further strengthen the school as a training ground of democracy. It will arouse both teachers and citizens to the importance of giving American youth through education a belief in democracy as strong as the faith in tyranny with which the world's dictators have indoctrinated the young people of the nations where totalitarianism rules. The Commission invites the cooperation of all organized groups of citizens who recognize the necessity of defending democracy through education.

▼

The Executive Committee of the new Commission is composed of the following members: Alonzo F. Myers, *Chairman*, School of Education, New York University, New York, N.Y.; Mrs. Mary D. Barnes, *Vice-chairman*, teacher, Elizabeth, N.J.; Mrs. Myrtle Hooper Dahl, teacher, Minneapolis, Minn., President, National Education Association; Kate Frank, teacher, Muskogee, Oklahoma; Willard E. Givens, Executive Secretary, National Education Association, Washington, D.C.; Frank P. Graham, president, University of North Carolina, Chapel Hill, North Carolina; Frederick Houk Law, teacher, Brooklyn, N.Y.; Ernest O. Melby, dean, School of Education, Northwestern University, Evanston, Ill.; Orville C. Pratt, superintendent of schools, Spokane, Washington; and Joseph H. Saunders, superintendent of schools, Newport News, Va.

▼

The Commission itself will be composed of the Executive Committee and one representative appointed by each state teachers association. States and communities have already been invited to create commissions which may work with the newly organized national body in a tightly-knit program of action that is nationwide.

The following officers of the National Education Association were elected at the Boston convention: Myrtle Hooper Dahl, teacher in the Hiawatha School, Minneapolis, Minn., president, Donald DuShane, retiring president, is the first incumbent of a new position designated as *junior vice-president*. A. Cline Flora, Columbia, South Carolina, was elected *first vice-president*. Additional *vice-presidents* elected were: Herman J. Browe, Michigan; Jose A. Chandler, Washington; Helen T. Collins, Connecticut; Maude Frazier, Nevada; Helen W. Gibbs, Ohio; Henry C. Hall, California; R. L. Hunt, New Mexico; Edith B. Joynes, Virginia; B.C.B. Tighe, North Dakota; Jere A. Wells, Georgia; and N. Elliot Willis, Massachusetts.

▼

John W. Thalman, of Illinois, and Annie C. Woodward, of Massachusetts, were elected to membership on the Executive Committee. Fred D. Cram, of Iowa, and Helen T. Collins, of Connecticut, were reelected members of that body, B. F. Stanton, of Ohio, was reelected *treasurer*, and Florence Hale, of Connecticut, past president of the NEA, was reelected member of the Board of Trustees.

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The Department of Classroom Teachers chose Katy V. Anthony, Richmond, Virginia, for *president*; the Department of Elementary School Principals elected Robert Edgar, Pittsburgh, as its leader for 1941-42.

The Board of Directors of the NEA expressed a preference for Denver as the next convention city.

The right kind of education so uses academic freedom as to beget patriotic children. It rears them in the nurture and admonition of American ideals and patriotism. It trains them in the exercise of the duties of citizenship. It aims to make its children know what American Democracy is, and to develop fervent allegiance to it.

DANIEL L. MARSH, President, Boston University

Putting "Home" in Home Room

EMMA MELLOU CAMPBELL
La Jolla, California

The Home Room Teacher has vast opportunities for bringing out the latent best that is in each pupil.

THE plan of having a student report to the same teacher throughout the four years of his high school life was introduced into the Schenley High School, Pittsburgh, Pennsylvania, by James N. Rule who was the principal when the school opened in 1916. The magnificent building, and the organization of the school attracted a good deal of attention. There were visitors from many educational institutions in the United States and in foreign lands, and the visitors usually stayed for lunch in the cafeteria, and for the Home Room Period that followed lunch.

Mr. Rule left Schenley High School to serve Pennsylvania as Deputy, and later, as State Superintendent of Instruction. When he died in 1938, the country lost one of its ablest organizers and most progressive school men. The organization he effected in Schenley High School is still in operation.

At the opening of this new school, the faculty and students of Old Central High School and of several small high schools in Pittsburgh were incorporated, so that the students were of all the four years' grades. As I was a teacher in Schenley, I can best explain the Four Year Plan from my own experience. My home room was made up of thirty-five boys and girls from freshmen to seniors. When the seniors graduated their places were filled by freshmen, so that, like children in a family, there were boys and girls of different ages. But after some years, we found it better to separate the boys from the girls. I chose the girls as I had charge of the debating club of boys. The last year I taught, I had fifty girls—twelve seniors, eight freshmen, thirty juniors and sophomores who reported to me for a full period every day from the day they entered high school until they graduated.

I had duplicates of all their credentials:—their ages, addresses, family histories, elementary school histories, health certificates, I.Q.'s, courses of study; and I made their schedules. Often for years I had girls from the same family. When Elizabeth graduated, Eleanor entered; when Dorothy was a junior, Mildred came as a freshman. At least once a year the girls brought their parents to our Parents' Night Reception. I became very well acquainted with the families of my home room girls. They were white and black, Jew and Gentile, American and foreign and foreign-born, rich and poor, but they all loved their daughters. So did I.

"As, in water, face answereth to face, so the heart of man to man."

Since there are many electives and much freedom of choice in our high school courses it was well that a teacher who knew the family made the schedules. I well remember a colored girl who insisted upon taking French and Spanish preparatory to a trip abroad with her aunt. But I sent for Pearl's mother, found out that the aunt did not exist and that the family finances could not provide a trip abroad for Pearl when she graduated. Pearl took cooking and sewing. But Theresa's thrifty Italian mother would not consent to her daughter's taking a course in art until the art teacher and I explained the monetary value of Theresa's talent. It is the home room teacher who discovers the child's aptitudes and recommends her to the various extra-curricular activities. Emilie's verses put her on the staff of the school journal. Adele's drawings won her a scholarship in the school of design.

If the girl were troublesome or doing poor work, the subject teacher consulted me. I knew that Jane was capable of excellent work. There was some outside influence, probably a boy; Jane was very attractive. When Mr. Cliff told me that Betty was failing in history because of repeated absences, I could tell him that Betty's mother was dead, that Betty had the care of three younger children, that eight-year-old Billy had pneumonia. Mr. Cliff had a heart. He had a daughter and a little son of his own. He held up Betty's marks, helped her after school when she returned. Betty passed her history test.

The girls took great pride in the scholastic standing of their report room and helped one another. Marie and Blanche read French together; Grace and Fay dictated shorthand to one another. When we had two blind girls in the home room some of the seeing girls read English or history to them every day. They both graduated with honors. Alice is head of the Department of Braille in the Congressional Library; Jean is married, and with her husband, has charge of the work for the blind in the northwestern district of Pennsylvania.

There were always three or four girls who were trained to give the teacher valuable assistance with schedules and records. The president, elected by the girls, had their respect and good-will. When Beatrice was president, she could car-

ry on so efficiently in the occasional absence or illness of the teacher that I sometimes thought the teacher superfluous. Marjory, the social chairman, could think of all sorts of simple, pleasant entertainment once a week. In the days of the depression, she sometimes surprised the girls with ice cream cones or a box of candy. We always had a Christmas tree. This was our Home Room. Of the dear intimate friendships among us I cannot write. Rose, who had lost her sister in the Revolution in Russia, used to say that the girls of the home room were her only sisters. She cried when she graduated. I need not tell you that I loved my home room girls and that I miss them, now that I have retired. That is the reason I have written this article, that other teachers may enjoy their pupils when they have a chance to know them.

Last summer four of my girls, who were on a sight-seeing trip to the West Coast, spent a day and a night with me. The other day a fine, upstanding marine officer and his wife called on me and took me for a drive and to their home in San Diego. Last week I had a letter from a missionary in the Tanganyika Territory, South Africa. At Christmas a letter from a college professor and a book he had written; on every special day a bit of original verse from my poet—all home room boys.

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I have drawn from my own experience, but I could tell of richer rewards to other, better teachers who secured scholarships for their boys, who were sent for in case of sickness or death, just like the preacher. One of the men teachers meant so much to his boys that when he died, suddenly, the boys took turns in sitting beside him in the funeral parlor. (He had n family.) They acted as pa bearers. They placed at the hea of his grave a boulder selecte from the rocky gorge where he ha often gone with the boys to lear about the birds and wild flower To the boulder they affixed bronze plate with the inscription

"Fred Homer, He loved books and birds and boys."

No faculty advisor to whom th pupils go only for their schedule or when they are in trouble fo their grades; no report teacher t whom fifty or more 12 A's or 9B report for roll call every mornin could have such a monumen However sophisticated these young sters of today are, at heart, the are children all the way throug high school. They need a hom and a friend such as Mr. Rule' plan provides.

Every Child a Jurist

A. V. OVERN
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University of North Dakota
Grand Forks

"FATHER, I didn't mean to hurt Sam. We were playing robbers and I pointed the gun at him as part of the game. I didn't know it was loaded." Joe Cranton sobbed in conscience stricken grief as he watched the doctor examine the wound in Sam's unconscious form. "Oh, why did we have to play that game? I didn't think the gun had anything in it."

"It was mostly my fault," Joe's father confessed. "I used the gun only last week and neglected to unload and clean it. I have always let Joe make his own decisions in conduct and play his own games. I thought that was the best way to train him."

Joe's father was encouraging his son in the trial and error method of learning, which is the natural and effective method used by adults but which is not the most pleasant or efficient way, in its unmodified form, for children. Rousseau's Emile had time to live in the wilderness, and he took the risk of learning the best way to react to the laws of nature firsthand. The experience of stepping on a snake and being bitten is a most vivid way to learn to avoid snakes; but the children of today have both safe and less time-consuming ways to build vivid impressions that will give a social direction to their conduct. It is not necessary for a child to shoot and injure his playmate with a gun that he thinks is not loaded, in order to gain a vivid impression of the evil consequences of such conduct, to induce him in the future to avoid pointing a gun at playmate even in fun.

Conduct is modified by attitude which are emotionalized to mak them strong and determined. Th greatest weakness in character edu cation, I submit, is the lack of clear understanding by teachers what means can be used mo effectively to emotionalize the att tudes of pupils toward their ow conduct.

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A child in the first grade ma form the habit of brushing h teeth regularly if the teacher pu a gold star on the blackboar where all may see it to show tha the child has not missed his dail regularity in performing tha chore. The approval of the grou is used to emotionalize the child

attitude toward brushing his teeth.

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A large proportion of the serious crimes reported in the United States in recent years have been committed by those who were so youthful that any moral information and habits which they had acquired in school should still have been strong and fresh enough to restrain them from delinquency. In 1939, out of 155,416 persons of all ages who were arrested for serious major crimes, 54.7 per cent of those charged with robbery, 64.4 per cent of those charged with burglary, 50.2 per cent of those charged with larceny, and seventy-three percent of those charged with auto theft were less than twenty-five years of age. More than one-half of all crimes against property in that year were committed by persons less than twenty-five years old.[1] The schools quite evidently had failed to arouse properly controlled emotionalized attitudes in many thousands of young people, which were strong enough to induce them to avoid the crude conduct of the gross criminal.

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Although the most desired outcomes of character education are not expressed in terms of information, a broad knowledge of many experiences involving conduct is essential to their achievement. Three parts of the necessary foundation for the socially approved overt aspects of good character are (1) a deep understanding of human weaknesses; (2) self-restraint and self-control in situations that could arouse resentment, envy, or revenge, and (3) worthy ideals and attitudes that are strongly emotionalized to result in the approved conduct. All three parts require abundant information concerning the broad and varied experiences of human beings with their fellows.

It is proposed here seriously that those who are constructing learning materials for pupils in character education would do well to consider many of the court decisions of the important trial courts and of the appellate and supreme courts of each state and of the United States as sources of information. Those sources contain a vast fund of truthful experiences which deal with ethics. The cases treated include almost as broad a scope as human experience itself. They are reliably reported in printed volumes many of which may be found in law offices. Although couched in legal language, they are factual and contain much human and emotional interest. These qualities make them ideal sources of information for influencing the conduct of pupils in an approved direction.

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One may find, in these cases, examples of the duty of protecting one's neighbor from suffering the fear of bodily harm; the duty of not touching anyone without his consent. There are examples of the social service rendered by the police; the duty of not disturbing others in a theater or auditorium; the duty of using only as much force as is necessary, in the case of self defense; the responsibility of all citizens to obey the laws; the right of security in the possession of one's property and the duty of protecting others in the enjoyment of their property; the circumstances in which one may use force to regain lost possessions; and the responsibility of every human being to protect the lives of others.

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There are also many strange cases which illustrate important principles of conduct with a hightened interest because of their unusual character. Some of those deal with such things as remedying a nuisance; the responsibility of a trust company for the safety of a liberty bond found on the floor of its vault; the responsibility of the common carrier for property left on its trains; the explanation of who owns a diamond found in a fireplace by a chimney sweep; the matter of selling fish which one hopes to catch; the matter of building a house close to the sidewalk when the deed to the lot specifies that it shall be built farther back from the street; and such conduct as refusing to move out of a house when one's lease has expired.

Many decisions deal with the high respect which should be accorded to citizenship in the United States. The rules of conduct which are clearly defined by important court decisions are known as common law. The common law sometimes makes clear statements of such interesting matters as the conferring of citizenship, birth in an embassy, the privileges of citizenship, and various rights of citizens. Some states have tried educational tests for the privilege of voting. Citizenship sometimes requires service on a jury. The duties of a citizen may differ in times of war and peace. Some disputes have dealt with the reasons for paying taxes; with the right of eminent domain; and with the duty of our representatives in government to take care not to permit taxation to become unequal or confiscatory.

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Schools should provide exercise for pupils in making right decisions in conduct situations. Hence, the schools should first provide the pupils with many second-hand experiences through reading, and with a large informational background that will make for intelligent decisions. In that respect the schools have often in the past failed to measure up to their opportunities for character education. With such suggestions as the pupils may acquire from their reading, the pupils and teacher as a group may discuss the practical conduct situations which confront them both in and out of school hours. Thus, a group consciousness of standards of conduct may be built. Those whose conduct seems to be contrary to the standards may be encouraged by the other members of the group to exercise self-restraint. Whenever possible, also, they may be permitted to repeat the situation in which they were at fault and to make better ap-

[1] J. Edgar Hoover, **Uniform Crime Reports**, Vol. 10, No. 4 (Federal Bureau of Investigation, United States Department of Justice, Washington, D. C., 1939), p. 207.

proved responses to it upon such repetition.

Each opportunity offered by the occurrence of a conduct situation in school may be used to do three things: (1) to encourage each child to become a jurist through practice in making his own decisions and referring them to the group pattern which has been built up from extensive reading and discussion; (2) to induce the wronged one to exercise self-restraint and self-control and to forgive the one who has wronged him; and (3) to give the culprit, whenever possible, an opportunity to repeat the situation in which he erred, in order to practice a soc ally approved response to it. Non of these three essentials should b omitted from the total pattern o character training. The first on which requires broad informatio drawn from extensive reading, incomplete in itself but it is ju as essential as either of the other

Make This Our Greatest Year!

RUSSELL V. BURKHARD
Principal, Frank A. Day Junior High School
Newton, Massachusetts

A timely little "pep talk" from the President of the Massachusetts Teachers' Federatio

ARE we back in harness in body but not in spirit? If so, then let us give heed to the times more keenly, for society today needs a "greatness" from our teachers more than ever before.

The defense of our United States is bringin gschools, homes, neighborhoods closer together than ever before. Civic and lay leaders are going to know us better than ever, for we shall be sitting down at the same defense planning table with them frequently these days. As the classroom teacher becomes known for what he really is, our rise in public esteem and support is forecast.

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Let us remind ourselves that to us each school year comes the complete cross section of American youth. No other individual in the community has such a contact. This great slice of human energy with its enthusiasms and prejudices can be shaped democratically into a force for social benefits such as we Americans have never yet seen.

Provide these young people with an environment that has vision, that has a together-ness, that has a greatest-good-for-the-greatest-number value in it, and they will raise themselves to a new high in unselfishness.

Obviously the main influence for developing such an environment rests with the classroom teacher. If your school can catch such a spirit and hold it together, it has possibilities for a great service to all who are fortunate enough to know it.

Can it be done? And if so, how?

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Well, it can be done, but words won't help much. The action that is probably needed is that which gets us out of ourselves. When we climb out of our shells we see the world in a different perspective. Why, there's So-and-So over there; he's working for the recreational welfare of underprivileged youngsters. There is Mrs. Whosit. Her contribution to the canteen organization work has given this neighborhood of ours a lot of security if trouble comes. Such acquaintance doesn't come unless we as teachers circulate with others in the world at work. As a matter of fact, a summer spent in the actual field of labor has advantages that theoretical summer school study can scarcely offer, unless it is the newer techniques of the universi work shops.

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The writer visited a soci studies class in a New York tec nical high school this Spring. Th discussion centered about one the labor strikes then in progre The pupils, all boys, gave the instructor great cooperation, n only because he was a good teach but because he spoke from labor and society's viewpoints. He w actually a steel worker and h been one for seven summers. Th lads knew and respected his recor and he was able thereby to te down some of their harsh enthu asm and intolerance.

No, we can't let this be just a other year of teaching. Things a different now. This country nee much from its citizenry. As we s more of tomorrow's citizens tha any other persons in the comm nity, it is plainly up to us.

Think of tomorrow. The pro lems of world readjustment are terrific as to be almost overwhel ing. The people who will de with a better world are in o classrooms now. Let's make th a supreme year in our careers!

History Revealed Through Art

A sequel to "The Arts of Free Men" which was printed in the May issue of this magazine.

ROBERT S. CLIFTON
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IN HIS book, *The Arts and the Art of Criticism*, Professor Greene lists the six major arts as literature, music, the dance, architecture, sculpture, and painting.[1] Others he classifies as "mixed" or "minor" arts. But all have one important thing in common: They present "a distinctive interpretation of reality expressed in a distinctive way." In this the function of the artist differs from that of the scientist or historian; for while the scientist and historian are confined to recording facts and events, the artist deals with values. He is not merely a detached observer of life; he also participates actively in it. Thus he leaves his first-hand, experiental account and observations, part of a continuous record, not a post mortem.

Real art, therefore, besides being aesthetically satisfying, is profoundly revealing. To study the art of a past age is to study that age at first hand (through a living expression of it). The cultural and spiritual evolution of a people is best mirrored by their art. In Greece, for example, note the change from the classical to the Hellenistic period. Their point of view, their way of looking at life, their scheme of values—all these things are left in permanent record and need not be ascertained second hand from some later commentator. What takes place in the mind when some stirring event happens is most precisely and sensitively shown not by plain description or photographic reproduction, but rather by some form of art. The various symbols of art possess tremendous ability to suggest and help relieve great experiences.

Furthermore, in dealing with spiritual and moral values, art manages to escape both the bloodless abstractions so repugnant to young people and also the direct, "pill-taking" method which usually invokes a barrier of opposition. The artist *does* reveal the moral attitudes and standards of his time, but he does it in such a way that we see moral issues embodied in vital, concrete settings. By studies of this sort, students are led to recognize that men and women do have moral and spiritual motivations.

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Suppose we start with ancient Egyptian art as an example of what may be done as a beginning in secondary school. First, in order to have a frame of reference, we become familiar with the main events and personages of Egyptian history. The next step is to collect for observation as many examples of Egyptian arts, major and minor, as can be obtained. Some of this material naturally has to be studied in a museum, but there is a great deal of movable material available. In this particular study we are limited to the four major arts of architecture, sculpture, painting, and literature, and for the most part to the first three.

Gradually we compile what we observe and begin to note significant likenesses and differences. In architecture, for instance, it becomes apparent that the chief importance was placed on monuments and temples rather than on homes or other public buildings. Monuments, such as pyramids, tombs, and obelisks, and temples were elaborately and painstakingly erected and built to endure. The pyramids are seen not only as massive engineering problems but also as relatively useless structures undertaken year after year with the ant-like docility and unreasoning acceptance common to a people unfamiliar with the principles of free enterprise. The pyramids, built for future eyes to admire, the obelisks covered with writing for future eyes to read, the tombs filled with materials to be used in the life to come—all these point to a tremendous sense of perpetuity. A further study of the pyramids and temples leads easily to a study of the Egyptian belief in after life and thence to a discussion of their religion in general.

The size of these monuments is seen to be significant. These and the temples were erected to create an impression, not only on the future but also on the contemporary. In a country of mass action people must be kept content, proud of their achievements and the glory of their race. Through the temples especially did the priests and rulers achieve this end. The long entrance walks, the massive columns and halls, the decorations, the mysterious sacred room which the god was supposed to frequent —all this was calculated to impress and mystify. From all this, the important part of religion played in the life of the average ancient Egyptian becomes evident. A large share of his life, apart from his drudging work, was devoted to activities connected with religion.

Other buildings, such as homes were simple and unpretentious. Life was largely outdoors in a favorable climate; in a land of regular seasons and monotonous

[1]The substance of this paragraph is taken from Professor Greene's book.

landscape, the Egyptian loved nature and often had a better garden than he did a house. Nature, its recurrent seasons, the Nile, the sun, the moon—all were objects of wonder and reverence, all could be relied on to continue forever, unchanging. His was a simplest philosophy; his life was lived in simple and traditional terms, the same from one century to the next.

A scrutiny of sculpture confirms these first impressions. Sphinxes, statues, and reliefs—all give evidence of a uniformity and convention, enforced by thousands of years of tradition; and their fine workmanship is further proof of a sense of timelessness. No rush or hurry for the placid Egyptian, no sponsor or patron impatient for results, no commercial urge—but rather the only satisfactory impulse, the desire to create excellence for its own sake. The sphinxes, set in long rows before temple entrances, did their part to impress the suppliant, representing as they did his superstitious liking of animal worship.

The statues—so lacking in proportion, so stiff, so done to type rather than to the individual—reflect the Egyptian desire for formality, his rigidness of habit and custom, and his placid acceptance of class inequality. Rulers are depicted as obviously superior beings, larger, aristocratically featured, aloof from ordinary worries and emotions, staring glassy-eyed straight ahead. Aside from earliest art, only in the time of Ikhanaton is there any effort toward realism and an expression of the beauties of nature. This leads easily to a discussion of Ikhanaton, his monotheistic religion, the liberating effect of it on art, and its ultimate failure to change the iron-bound course of Egyptian tradition.

In the examples of bas-relief we find this very difficult type of work done with painstaking care and perfectly developed. It is particularly evident that these artists worked for all eternity, not for any market. Their work was important as an expression of a national life that was settled, not confused and doubtful, a national life where the artist was of established importance.

In studying Egyptian painting we see further into the lives of the people. Every possible activity seems portrayed gaily, elaborately, with brilliant coloring and with great devotion to detail. The child-like joy of a docile, peaceloving people is everywhere evident. There are few battle scenes, but many pictures of home life and of beautiful women. Elegance and charm abound, although all is still painfully fettered by habit and tradition to a lack of perspective. These paintings seem to be simply everywhere. Every available inch of every mummy case, column, scroll, chair, obelisk, etc., is decorated. There can be no doubt that art was a popular enterprise.

Additional evidence may be found in what little literature has remained to us. Story telling was at a premium, but there was also much poetry and drama. Verse forms and techniques were highly developed, and drama was closely associated with religion.

From this and other similar evidence, a fine picture of the life of the ancient Egyptian can be derived. Once the picture is reasonably complete, then we ask why they did things as they did, what their ambitions and standards were, and how all this compares with modern life today.

Later in the year when we compare Mesopotamian art with Egyptian, we notice immediately many significant differences and find these same differences represented in the life of the inhabitants. There is a confusing amount of variety and experiment, but seldom as skillful or painstaking workmanship. These people, always in fear of invasion or some new disaster, rarely found time for as fine craftmanship. We notice no sense of abiding tradition, but rather always change and turmoil in a country as open to invasion, military and ideational, as Egypt was isolated. We find fewer well-preserved relics in a country where destruction was frequent, and present excitment rather than lasting value and future approbation was the aim. Of course, not being bound by stultifying tradition these people experimented in more media and often achieved more realistic work.

Very striking, indeed, is the shift of emphasis from a peaceful to a warlike note, from a joyous to a terrifying attitude. Mesopotamian art abounds in war scenes. The warriors, too, are squat, short with wide shoulders in contrast to the tall, clean limbed Egyptians and lack the refinement the Egyptian thought so desirable. Everywhere is harshness. Even the animals are wild, ferocious creatures, fitting associates for a race that loved cruelty for its own sake and prostituted the arts as propaganda calculated to strike terror into the hearts of their more peaceable adversaries. Never with them was art the pleasurable occupation of a peaceful people; and although their statues are not as stiff as the Egyptian, still they portray few human emotions. They are cold, hard, and unfeeling and at their best when portraying suffering or cruelty.

In building, the flatness and wideness of their terraces and palaces contrast with the Egyptian emphasis on height. This is found to be caused partly by the absence of good building stone and partly by the unfavorable climate, a disadvantage compared with the fine building materials and climate of the Egyptians. By this and other examples, the effect of geography on life is represented in art.

Another fine example of ancient fine arts is Homer's *Odyssey*, recognized as one of the "great books" of all time. This wonderful expression of the Greek mind, the source of Greek and Roman education, expresses ideas that are penetrating and significant today. Because of Homer's sympathetic insight, this book is far more revealing than material which merely tells about Homer and his writing.

By the end of a year's work a beginning has been made in becoming familiar with the langua

of the fine arts; real contemplation and enjoyment will follow as the student's maturity increases. Of course, the effect of such work depends largely on the vividness and enthusiasm of its presentation. Art cannot be dealt with in a stodgy, unimaginative style with the emphasis on memory rather than on understanding. The person directing the work must himself be liberally educated, not merely well drilled in efficient teaching methods.

Then, too, the total effect of this work should be to dispel the popular notion that artists are freaks or geniuses and that art is only for a few aesthetes. Until very recently what the artist created was of great interest to most people, but it is hard to convince someone born into the modern scene of this fact without this sort of study.

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There is great need today for the enduring knowledge the arts offer us. The artistic insights of great leaders of the past can go far toward broadening our viewpoint and creating a sense of perspective. Furthermore, in a world of change we need not merely new techniques but the values and standards the arts help us recognize. Only thus equipped are we ready to face intelligently and courageously the new and challenging situations that continue to confront us.

Why Not a "Bill of Duties" Also?

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MUCH is written and spoken about the rights of American citizens. Is enough attention devoted to the duties of citizenship? For every right which is enjoyed, there surely is a corresponding obligation. Why not a "Bill of Duties", then, for American citizens? Why not a definite statement of the obligations which should be recognized as basic to our national well-being? Such a "Bill of Duties" might be suggested directly from the provisions of the American "Bill of Rights", contained in the first ten amendments to the Constitution of the United States.

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I. *"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof."*

It is the duty of each citizen to develop within himself a deep and profound religious sense which shall influence his mode of life and his way of thinking. This inner religious feeling may or may not lead the individual citizen to unite with some organized religious body or group but, no matter what his own point of view may be, each individual shall be tolerant of the religious beliefs and practices of his fellow citizens. However, it should be an accepted fact that certain anti-social practices, such as human sacrifice or unclean ceremonies, shall not be acceptable features of any religion or of any religious organization within the territories of these United States.

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II. *"Congress shall make no law abridging the freedom of speech or of the press."*

It shall be the duty of American citizens to seek full knowledge concerning public questions and to consider such questions on their relative merits. It is well and good for any citizen to espouse one side of a given cause and to work for that side. It is his obligation to recognize the fact that other citizens are entitled to hold opinions that may be at variance with his. However, when a question of national policy is decided by the Congress or by some other authority, then it shall be the duty of American citizens to behave in accordance with the laws and customs of the land until such laws or customs are changed in the properly constituted manner.

It also shall be the duty of the public press to present full and accurate information to the people so that the citizens may be both adequately informed and properly informed concerning the events of the day.

III. *"Congress shall make no law respecting the right of the people peaceably to assemble, and to petition the government for a redress of grievances.'*

It shall be the duty of the people to refrain from gathering together in public places or otherwise for illegal purposes or in such ways as to impair the public welfare. Mob rule and lynch law are to be discouraged and stamped out wherever they may occur.

The tendency to sign petitions without reading their content or considering their effects should be discouraged. It shall be the duty of citizens to read petitions carefully and to consider both their content and their import before signing them.

Those who circulate petitions for signatures should do so only when they are convinced that the nature of the material contained in the petition is in harmony with the welfare of the people and of the nation.

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IV. *"The right of the people to keep and bear arms shall not be infringed."*

Those who own firearms or who use them should restrict their actions and behavior in such ways as to protect themselves and their

neighbors from bodily injury and from mental anxiety. Times and places for the display and the use of firearms should be limited by the national, state, or local government so as to prevent either intentional or accidental injuries of body or of mind from this cause. Furthermore, the citizens should expect that a full and definite registration of the ownership and use of firearms shall be maintained by a duly constituted governmental agency.

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V. "*No soldier shall (in time of peace) be quartered in any house, without the consent of the owner, nor (in time of war) but in a manner to be prescribed by law.*"

It shall be the duty of each citizen to recognize the important place and purpose of the armed forces of this nation: the army, the navy, the marine corps, and the coast guard.

Each citizen shall accept it as his patriotic duty to give active support and full cooperation to the members of the armed forces of the United States.

Within the meaning of the law, private citizens shall consider themselves as auxiliary agents of the armed forces of this nation.

The army, navy, marine corps, and coast guard shall provide proper clothing, arms, food, shelter and other necessities for their members, at public expense and in the manner prescribed by law.

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VI. "*The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated.*"

It shall be the duty of citizens to abstain from the illegal possession or use of objects, papers, or other effects.

Citizens shall be obliged to open their houses, grounds, vaults, or other places so that adequate search can be made by the legal authorities when they proceed according to the proper ways which have been established.

It shall be improper for citizens to hide or to remove their persons or their property from the due processes of the law of the land.

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VII. "*No person shall be held to answer for a capital or otherwise infamous crime, unless on an indictment of a grand jury; nor shall any person be subject for the same offense to be twice put in jeopardy of life and limb; nor shall be compelled to be a witness against himself; nor be deprived of life, liberty, or property without due process of law.*"

Citizens should obligate themselves to carry out and to enforce the law of the land, and to this end they should give their full cooperation to the regularly constituted police, judicial, and penal systems which have been established.

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VIII. "*Private property shall not be taken for public use, without just compensation.*"

When private property is needed for public use, the owner should show a willingness to exchange it for fair and just compensation expressed in terms of the current legal tender.

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IX. "*In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, and to be informed of the nature and cause of the accusation, to be confronted with the witnesses against him, to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.*"

Each citizen should support the cause of justice and should assist the courts in determining it.

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X. "*In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved.*"

The people should be appreciative of the merits of the jury system and should be willing to interrupt their own daily pursuits from time to time in order to render jury service when this is assigned to them in the legal way.

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XI. "*Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.*"

Through their legal representatives, the people should establish fair and equitable rules and regulations involving matters of bail, fines, and punishments. Furthermore, the citizens should assist by their moral support, in the proper handling of these matters.

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XII. "*The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.*"

The citizens of the United States are politically equal and are endowed with certain inalienable rights, which may not be written into the actual wording of the Constitution or of the Bill of Rights. Among these are the rights to life, liberty, and the pursuit of happiness. As a corollary of this, it is recognized as equally true that the citizens of the United States have corresponding duties and obligations, which may not be named or enumerated in the documents which have been mentioned.

For example, it is the duty of the citizens to vote on election day, to pay their taxes promptly, to support the forces of law and order in their communities and in the nation, to live in a peaceful way among their neighbors, to recognize their family ties, to meet their financial obligations properly, to respect their country's flag, to earn an honest income, to live a clean and honorable life, and to respect public and private property.

My Eighth Graders Like Fantasy

ALICE I. MILLER
Minneapolis, Minnesota

"Modern life is fast and schools are geared to meet the pace." . . . But children need to dream.

WERE you ever so thrilled by an experience that on looking back at it, there was nothing you would change? I was. I shared an hour of make-believe with thirty boys and girls who unconsciously were hungry for the fantasy and poetry that they classify as 'kid stuff.'

It came about this way: Dr. Garry Myers wrote in a recent article that he thought that boys and girls were getting so much factual material in their social studies that imaginative literature and fantasy were being neglected.

Because I am a teacher of literature in the seventh and eighth grades, I was particularly interested in that statement. I thought over the many books for adolescents with which I come in contact in a near-by library. I review practically all the newly published material that it buys for them. I am fascinated with it. Such delightful books. I wish I were a child again, eager to plunge into waiting pages that will take me 'lands away.'

There are books written in story form on occupations of interest to growing minds. There are as yet too few of them. But the youngsters are thinking about their futures, albeit maybe hazily. The girls fairly gobble up the Sue Barton series, eager to follow in the footsteps of this pretty young nurse. *Highway Past Her Door* and *Sandra's Cellar*, start girls thinking how they too, may find a niche for themselves, eventually in the business world. Every boy after reading 'T Model Tommy' is sure (at least for a week) that he will become a truck driver like the husky red-haired hero.

More and more biographies are written to acquaint young people with the lives of those who have become famous especially through their own efforts. *The Ugly Duckling, Singing in the Wilderness* and *Invincible Louisa*, tell the histories of real people in a beautiful manner.

There are adventure books galore. They are exciting, engrossing. But not one recently written fantasy have I found for older boys and girls. Don't they care for it, I wondered, or are authors just taking it for granted that in this thrilling, fast moving era, the modern youngster has no desire to dream? When had I last received a book report of such a tale? Not in a long, long while. I was startled. What was drawing them away from the delightful play in imagery and castle-dreaming?

It is fine to be familiar with the heroes of the past, the great of the present; to have a peek into what the future may hold for you; to fight with pirates on a Chinese junk or hunt for treasure in an abandoned cave. But in all this, there is not as W. H. Davis says in his poem Leisure:

'———— time to stand and stare
No time to see in broad daylight,
Streams full of stars, like stars at night,
No time to turn at beauty's glance,
And watch her feet, how they can dance.
No time to wait till her mouth can
Enrich that smile her eyes began.
A poor life this if, full of care,
We have no time to stand and stare.'

I like to think that the poet meant, we all need time to live in dreams. But modern life is fast and schools are geared to meet the pace. So where will young people find that time 'to stand and stare' but in a world of fantasy? Is Dr. Myers right? Is this condition due to so much stress being brought to bear on the social studies? Is this avalanche of new literature bearing on the historical for its background, science for its facts, so enthralling to eyes and ears newly awakened to the physical world and its wonders and problems, pushing into the discard, the fantastic and nonsensical that are a part of every child's rightful heritage in literature?

I decided to try out an idea. I would experiment with fantasy on the oldest group that I had, an 8B class. I was pretty sure how my 7B and 7A groups would respond to the whimsical and imaginative. I find many of them with a nostalgia for the books of early childhood. They seem reluctant to leave their delightful nonsense. The real test would come with the cocksure, egotistical eighth graders. Would they laugh in derision? Would they think it all too silly? This class meets realities. It lives in the slums, it must know its way around, hemmed in as it is by so many forms of vice that are attracted to such districts.

There is fifteen-year-old Jesse who works hard from early spring to late fall in the beet fields. In the interim, he goes to school. Would this boy with his knowledge of life, care for makebelieve? This tall, slender Mexican lad with his slow, sweet smile, has an adult's view of life. But in the depths of his soft, brown eyes, I have often suspected there lurk wisps of dreams, left overs from a cheated childhood.

What of Donna N.? Her loud voice and clumping feet can jar the steadiest nerves. Her very entrance into the classroom approaches that of a baby cyclone. I have seen her walk unseeingly into a heavy music rack or chair, shrug her shoulders at the mishap

and blunder along to her seat.

'I ain't interested in no books', she says when I ask her when she is going to read some of the new books that the librarians have sent over. I know what she is interested in. Her foreign-born Serbian father is on the qui-vive over her and her escapades. Our principal and visiting teacher have wrestled with her problems as long as they have known her. Donna is either going on or off probation. She has had more than one brush with the Juvenile Court.

But altho large and gawky, clumsy and crude, Donna is pretty with flashing, dark eyes and a long black bob that frames olive-tinged cheeks accentuated by the streak of crimson she daubs on full, curved lips. When Donna wears blues, reds or greens, I am fascinated by her roguish witchery. She then is a capricious gypsy child from the crag-studded land of her fathers. But put her in a somber black and she is a madonna, a soft, amenable young woman. Which side would show up in my experiment, the petulant, vacillating child or the girl of fourteen years? I was betting on her delight in childish things, the candy she loves to nibble surreptiously, her deep accord with the baby interests of her little sister, her naivete, no matter what her records say.

The smallest but not the least to be reckoned with in that hodgepodge of nationalities, personalities and creeds is William whose parents came from Rumania. He seems so like a ferret with his sharp, pointed features and quick, sly actions. Unless one keeps a keen watch on William, he is darting, slippery as an eel, to seats near his pals to be away from the gimlet eyes and inquiring nose of the teacher. For William would rather 'monkeyround' as he says than settle down to any required job; draw pictures, build things with book, pencil and eraser or just mumble to himself. His one and only interest is airplanes. His attention is like quick silver, now here, now there. You think you have it, and lo, his furtive little brains is putting him up to some sly trick. He has been stormed at by all in authority from principal down to janitor. Patience can be spun out to such a thin thread that eventually it will break. But to each, William turns a passive face. The only crack that I have been able to find in his bland imperviousness, is when he is stimulated by my questions in regard to his work on his airplane models or I praise him for any good effort he puts on a piece of schoolwork. Then a timorous smile like a shy little mouse, creeps forward from its nest in his heart, changing cold eyes to warm ones and turning a phlegmatic countenance to soft childlike curves. No words will he say, but I know a spark has been kindled. And so I banked on a nature invisible to the eye to enjoy my plan.

I knew that if I questioned too long the response of each pupil, that I myself would begin to believe that it was all a bit of foolishness. And the premise on which I was to start was that there was a place for imagery in the lives of these pupils.

I talked over my ideas with the librarian and she gave me more than fifty books but few of them recently published, Peter Pan, Dr. Doolittle's Adventures, Don Quixote, fairy tales and Cinders by Katharine Gibson. I planned to read aloud from one of these books if the class was responsive to its theme, I would later read excerpts from some of the others and suggest that they each take one from the collection of books that I had or get something from the library. After reading their books, they were either to write a book report, give one orally or read aloud a passage which they enjoyed in the book.

Because Cinders is so beautifully written and Cinders himself is such an appealing character, I decided to begin with that. Cinderella's god-mother couldn't change Cinders from the coachman into which she transformed him for the night of the ball, back to his original form because the cunning little rat had hidden under a cabbage leaf while she was looking for him. As a result of this trick, Cinders has an exciting life of gay escapades. I hoped that the charm and sincerity of the story would not fall on sterile ground.

I wish that the author (who no doubt thought that she had written for little ones only) might have been in that schoolroom, the afternoon that I read Cinders to the 8B class. For one dream wrapped hour, I read to eager children, so absorbed in that beautifully told story that there was nothing to be heard but my voice and occasionally the soft whisperings of the audience as it repeated after me some choice word that tickled their funny bone. Often there would be bursts of spontaneous, guileless laughter that encouraged me to do my very best. Sometimes, best of all, they would ask that I read it yet again.

Imagination was caught in a mesh of picturesquely woven words with the opening of the very first paragraph:

'Once upon a time, a tiny little man stood all alone before the closed gates of a great castle. He wore a gray velvet suit and a high gray velvet hat. Under its wide brim, his long coat blew behind him in the wind and twisted and wagged like a tail.'

Who wouldn't recall the dreams of a not-long-ago childhood with these magical phrases? The class sympathized with the little fellow and understood:

'The little man clasped his thin, claw-like fingers together and looked about him in fear. He was alone. It was dark. . . . the little man felt, somehow, that he was in a dream which he could not remember.'

The poetry, the enchantment of the words, bound the class to the fantasy of the book:

'Only bits of it came back to him like the scattered notes of a forgotten tune.'

'Like bits of shining glass, broken pieces of his dream danced before his eyes . . . . He thought he saw a tiny slipper left alone.'

I shall always remember that hour. It held an ideal situation, a book of dreams for avid, dream-starved adolescents. We were all sharing a wonderful experience which contained beauty, humor, pathos and fantasy. The response of the class was far beyond my expectations. When they left, many of the youngsters asked when they might get the book from the library.

Later I asked myself this question, 'Why were these pupils so enthralled by a book obviously written for younger children?' I came to the following conclusions:

(1) Because of their environment and unstable means of living, these boys and girls could really understand Cinders and sympathize with him and his trials better than a child. Maybe the class felt sympathy for him because they understood lines like this:

'Poor Cinders was so anxious to find a place in the world that his teeth jarred together just from the beating of his heart.'

(2) They could appreciate to some extent the beauty of the words. They could not miss their sheer poetry.

(3) Dr. Myers is right. Those halfgrown boys and girls are hungry for fantasy and imaginative literature. But it must be written with the witchery and charm, the delicacy of a Cinders.

Don't Let Them Get That Way!

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"HORTENSE is insufferable since she starred in the school play." "Lorenzo is utterly ruined by the success of his role in the operetta." "Lucille thinks she is God's gift to the terpsichorean world." "Homer has become as temperamental a pianist as a world famous virtuoso."

These are often comments heard expressed by teachers about pupils in the school. Fellow students express themselves in the same vein, though less elegantly when they say: "Hortense is nuts." or "Lorenzo's a laugh!" or "Phooey to Lucille'." or "Who does Homer think he is!"

Success is demoralizing if people are not taught how to take it. It is even more demoralizing than failure. The Four H Clubs found this out long ago in their competitive demonstrations. Some youngsters just could not stand winning. Hence a slogan was formulated: "To win without crowing, and to lose without squealing" or words to that effect.

How is a teacher going to keep pupils from getting the big head, putting on airs, becoming affected and temperamental?

The basic trouble is that pupils are not taught to look at the activity in the proper perspective. It is not the end in itself, but merely the means to an end. A school play, for instance, is produced to give entertainment and pleasure to an audience. If this were not so, the people in the play might just as well play it entirely to one another. All entertainment, like all Gaul, is divided into three parts: act to be performed, performer, audience.

The actor is an entrepreneur, a sort of middle man, who is the interpreter of the play to the audience. He is part of a whole, no more important than the electrician who throws effective lights upon the scene at the proper time, or the man who manipulates the curtain, or the ushers who see people get into the right seats. If people do not get the seats they want, they are disgruntled and will not enjoy the play. If the curtain does not come down at the proper moment, the play is ruined.

This attitude takes the fierce lime light off individual performers and makes them do team work, as they do in football, folk dancing, community singing.

The best cure for temperament and affectation is ridicule. A little good natured laughter on the part of a teacher, especially at the very beginning of an enterprise, gives all performers their cue. They learn at once that good nature and complete naturalness are "the thing."

These are good life lessons that pupils cannot learn too soon. Graciousness, too, is another lesson that boys especially need. When one's performance is praised, students should be taught to respond gratefully with a sincere "Thank you, I'm glad you liked it."

The sooner a teacher of dramatics, dancing, singing gives the *cue* of simple, natural, gracious behavior to her students, the easier it will be for all concerned. Don't let 'em get that way!

And in order not to let 'em get that way—don't get that way yourself!

"Use It in a Sentence"

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ONE common method of conducting vocabulary study is that of selecting from the day's reading a number of unfamiliar but useful words, and assigning to pupils the task of looking them up in the dictionary and then using them in sentences. The purpose is, of course, to facilitate the student's comprehension of the subject matter in hand, and perhaps make the new words a part of his working vocabulary. The most effective way of achieving these ends, however, is not to isolate the words in order to study them, but to use them always within their natural contexts. A pupil should not be permitted to remove a word from a sentence, consult a dictionary, seize upon the first synonym which meets his eye, and then "use it in a sentence." Too often the result presents a distortion of meaning which, if not always ridiculous, is often misleading. Such a procedure produces statements like "The *cessation* of the car threw me from my seat.", a seemingly logical usage of the word *cessation*, but one which indicates that the pupil needs some guidance in choosing the proper application of his word. This guidance is often provided by the context of the word as found in the student's textbook. For example in the following sentence

> There was a sudden cessation of the sound of stealthy footsteps as the prowler paused outside my door; then after a breathless moment I felt rather than heard the resumption of his almost silent tiptoeing as he crept away.

the contrasting ideas of *cessation* and *resumption* partly explain each other by their very oppositeness, while the use of the words *paused*, *sudden*, and *sound* in connection with the idea of *cessation*, and the use of the phrases *then after a breathless moment* and *as he crept away* in connection with the idea of *resumption* throw further light upon the meaning of the sentence. After thinking out these relationships in some such manner, the student may not find it necessary to consult a dictionary, but if he does look up his word, he will do so with more discrimination than would have been the case had he merely copied the word *cessation* from his assignment and then copied a synonym hit-or-miss from the dictionary.

Furthermore, the specific uses of such a word might be more firmly fixed in mind if the class were to work out a series of self-explanatory sentences using a number of variants of the word under discussion. As an example, some such paragraph as the following might be evolved:

> When a sound, or a feeling, or a motion has *stopped*, we say that it has *ceased*, or that there has been a *cessation* of the sound, or feeling, or motion. For example, we speak of the *cessation* of the hum of a motor, or of the pain of a bruise, or of the turning of wheels. However, we do not use the word *cessation* when speaking of stopping of a car or of a train, etc. Of these we merely say that the car or the train have *stopped* (not *ceased*), although we say that the *motion* of the car or train has *ceased*. Again, when some action goes on without stopping, we say that it goes on *incessantly*. We have an example of this when Mother is *incessantly* reminding us to hang up our coats when we come indoors; or when we say that a musician must practise *incessantly* (unceasingly).

Another type of vocabulary study which has been found effective is one which helps to eliminate the confusion resulting from similarities in the spelling or pronunciation of unrelated words. Instead of requiring dictionary definitions of such perplexing combinations as *optimist* and *optometrist* the words might be put into phrases or sentences which not only have within themselves the necessary explanations of meanings, but which also show, by means of a little simple analysis of the structure of the word, why the word means what it does, and therefore why it could not be related to some other word which seems to resemble it. Thus:

> An *optimist* sees the bright side of things. (A *pessimist* sees the dark side.) The *optim* part of the word comes from the Latin word *optimus*, which means *the best*.
>
> An *optometrist* measures (meters) the powers of the eye. Another word pertaining to the *eye* is *optic*. An *optometrist* uses an *optic meter* (*optometer*).

Again, there is the ever-troublesome group consisting of *psychology*, *physiology*; *physicist*, *physician*; *psychic*, *physic*, *physics*, and others of their type:

> The *psychologist* studies people's souls and minds, and the way these souls and minds make people behave. He specializes in *psychology*. He is interested in *psychic* matters. People who study spiritualism are also interested in *psychic* matters.
>
> *Physic* is another word for *medicine*. A *physician* prescribes medicine.
>
> *Physics* is the study of such matters as heat, light, gravity, electricity, etc. One who specializes in physics is a *physicist*.

and so on, from *aboard* and *abroad*, through *owe* and *own*, to *zoölogy*, which the City Zoo has twisted to "*zoo-ology*".

Once these words are grouped and associated or dissociated, they together with their key meanings should be frequently used both orally and in writing, in order to emphasize correct usage, pronunciation, and spelling. Once the student has these fundamentals well in hand, he may try his skill at using the words in original composition.

Will Future Adults Read More?

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REFERENCE is often made to an increasing adult leisure as well as to an increasing complexity of American society. It is also noted that men now have leisure before they have worked to the point of fatigue or exhaustion, and hence do not need all their leisure for physical recuperation as was once the case. Hence some thoughtful observers hope that more of man's future than of his past leisure may be used for reading, and that more of his reading may be for social understanding and less for transient pleasure. Some examination of future prospects along these lines, therefore, seems in place.

Reading Comprehension

The mechanics of reading deserve consideration. When Americans now in the middle fifties or beyond were children, our schools were meager, attendance was poor, and many scarcely went to school at all. This situation is reflected in literacy data. Seventeen percent of the population ten years old or over were illiterate in 1880, as contrasted with 4.3 percent in 1930.[1] In addition, many of our older adults were born in foreign or even non-English speaking countries. Thus in 1930 there were 12,082,570 foreign-born persons twenty-five years of age or over living in the United States, which number constituted 18.8 percent of all persons of corresponding ages. Of this foreign-born group, 78.0 percent were born in non-English speaking countries.[2] Illiteracy, meager schooling, or a foreign mother tongue do not contribute to reading skills which make reading a probable leisure-time activity.

The public schools now reach a much larger percentage of the American children and youth than in the early 90's. The last few decades too have brought forth much research on reading techniques. Research had led to extensive changes in methods and materials in elementary-school reading. One such change is the shift from intensive oral reading to extensive silent reading.

Related to reading mechanics is reading hygiene; i.e., eye-strain, general fatigue, emotional consequences of thrill or escape literature, and the like. Reading hygiene has been studied relative to such matters as style of type, texture of paper, distance between lines, margin, spacing of letters, and length of line. Attention is given to adjustment of light in relation to the printed page. Interest is also shown in the influence of escape literature on personality development[3]—hygiene of reading content.

Important too in regard to reading facility, is the background of information and interest with which the reader approaches the page. Reading is getting meaning from the printed page, not merely recognizing or pronouncing words. One becomes interested in or comprehends a passage in terms of previous acquaintance with the subject-matter treated. The many youth now attending high schools and junior colleges should secure information and develop interests that stimulate reading, to a much greater extent than did youth with the meager educational facilities of one or two generations ago. At present a large part of the public-school enrollment is at the secondary level where it reads to learn, rather than at the elementary level where it learns to read.

The foregoing paragraphs yield three significant points. (1) The average adult a generation or so hence should have more interests than present adults, regarding which he might read; (2) he should be better equipped with reading habits and skills; and (3) he should know more about the physical and emotional consequences of reading particular materials or under particular conditions—reading hygiene. These points focus on one major conclusion: reading becomes less an ordeal, and more a pleasure—the kind of thing one does during leisure time.

Availability of Materials

Access to reading materials is essential in establishing a desire to read, and in developing *or maintaining* reading habits. Decreasing costs of books and magazines, partly in consequence of mass production in paper and printing industries, are significant here, as well as wider circulation of existing materials. County library systems, whereby a central library supplies books to a county through sub-stations, now exist in many areas which did not have them forty years ago. According to Hefferman[4] thirty-five of the forty-eight states have authorized some form of county library organization, although only 7.48 percent of our 3078 counties have organized county libraries. It is interesting that fifty percent of the county libraries are in the six states of California, Indiana, New Jersey, North Carolina, Texas, and Wyoming. After an extensive study of library needs and possibilities in America, The Advisory Committee on Education[5] urges federal grants for library service, in connection with existing programs of education or otherwise, much as federal grants are being made for public schools. Moreover, the present postal rate on books, 1½c per pound to any

point within the United States as contrasted with parcel-post rates and zoning, should, if continued, reduce the cost of books, particularly in rural areas that are remote from publication centers. Agricultural subsidies, now seemingly a part of orthodox American politics and economics, may also influence rural capacity to buy reading materials. An enthusiast might even imagine that low-cost housing, or further community support for such necessary services as health and education, would release some family resources for securing materials to read.

The gist of the foregoing comments, then, is that in the future (i.e., twenty years hence) reading materials, in amount and variety, will be more available to the average adult than in the recent past. This will influence the amount of reading done.

Style and Content

Newspapers and so-called "cheap magazines" deserve much credit for demonstrating that through pictures and simple discourse many ideas can be disseminated to relatively uneducated persons, whom "highbrow" authors and publishers have scorned. Perhaps technical and scientific fields have been conspicuous in reflecting this caste attitude, partly as a carryover from days when only privileged groups were thought competent for concern with science, government, or the arts. Others were to carry on menial tasks and provide this group with leisure. In recent decades tradition probably accounts for the heavy style of much scientific writing—vocabulary and style which the scientist learned as a student, as well as indifference to whether the writings were widely understood. The foregoing attitudes are not conducive to popular understanding of research as such, or its social implications.

Enrollment of the masses in high schools and junior colleges, however, is helping to change this situation. Scientists by tradition want their fields studied in secondary schools, but with increased enrollments and with research in educational methods, the inappropriateness of technical and abstract textbooks became increasingly apparent. Simplified discussions and more illustrative material are being included. Graduates of secondary schools, moreover, begin to constitute a market for "somewhat intellectual" reading, if in non-technical language, as merely literate persons of the past did for sensational newspapers, detective thrillers, true romance, and appeals close to the instincts. Accordingly popularized books now appear—on science, on civic problems, etc.

Research men and students of social problems are now making conscious efforts to present their materials so the average man understands them, rather than couch them in technical terminology which is understood in only limited circles. The promise for more extensive future presentation of scientific, sociological, or civic material in this way, suggests a more extensive popular reading of such material.

Home and Reading Habits

Psychologists often maintain[6] that many habits and attitudes governing adult life, are established in the home during childhood and youth. Reading habits and attitudes may well fit this pattern. Thus one home may instill in children the attitude that much of one's leisure should be spent in reading, and may develop the habit of reading during leisure time. Another home may instill similar patterns relating to movies, cards, anecdotes, or mere loafing, as presumed uses of leisure.

It is worth noting that differential birth rates among social classes mean that a disproportionately large percentage of a given generation come from underprivileged homes of the preceding generation.[7] This means that a large proportion of present-day adults were reared in homes having little leisure-time reading—because of poor reading skills, lack of materials, and non-conducive surroundings in general. The non-reading attitudes and habits of such adults will in part transfer to their children—present youth or future adults, although improved skills and increased availability of materials lead one to expect some modifications. Moreover such developments as child-labor restrictions, child-welfare agencies, rural electrification, slum clearance, home ownership, and air-conditioning of homes and libraries, ought to produce more conducive settings in which to develop leisure-time reading habits. In brief then it seems that, although in the immediate future, as in the past, many children will be reared in underprivileged homes, the development of leisure-time reading habits in a larger proportion of the population than in the past is a reasonable expectation.

Reading versus Reflection

Mere reading is clearly not a very high type of intellectual activity, and a person may read extensively in a passive, recreational sense without much reflection. Perhaps when all are able to read easily and more do read extensively, the point will become clearer than now that mere reading in itself is only an intermediate goal. Without reflection and evaluation, mere reading may become a kind of tyranny—a tyranny of books.[9] At this stage, perhaps reached by some families bred in the classical tradition in which books invade the home to the point of occupying chairs and window sills, it may be the mark of a free man to throw away a book every time a new one comes into the household. Among the masses, however, increase of leisure and available energy should increase reflection on experience, including the vicarious experience secured through reading.

Conclusions

From the foregoing discussion it seems that a generation hence leisure-time reading may be a more typical pursuit among the adult population than is now the case, and that more scientific and analy-

tical material may be included in that reading. Reasons for this statement relate to the existence of leisure beyond the needs of physical recuperation, the better development of reading skills and comprehension among children and youth, greater avaliability of reading materials, simplified and less stilted presentation of technical and scientific materials, and the modification of home life in such ways as to be more conducive to establishing reading habits. It is perhaps worth keeping in mind, however, that the public will probably never read as extensively as authors or publishers might desire, any more than the public will ever use as much dentifrice as the manufacturers might desire. Alert to criticisms, and striving to reach the average man, educators and authors, through dealing with live issues and seeking effective means of presentation, may greatly influence the extent of leisure-time reading of the next generation, as well as the content of that reading.

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Anyone interested, however, in social changes that might be facilitated through leisure-time reading, should not forget that there are many competing ways for spending leisure. What one will do will depend largely on relative challenge offered and relative amount of effort demanded by those competing ways.

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[1]**Abstract of Fifteenth Census of the United States,** (1930), Table 138, p. 275.

[2]Adapted from **Abstract of Fifteenth Census of the United States,** (1930, Table 98, p. 183, and Table 105, p. 189.

[3]Cf. Edmund S. Conklin, **Principles of Adolescent Psychology,** New York: Henry Holt and Company (1935), pp. 100-101.

[4]Helen Heffernan, in **Rural School Libraries.** Washington, D. C. National Education Association, Department of Rural Education, **Bulletin,** February, 1936, p. 24.

[5](a) **Report of the Committee.** Washington, D.C.: Government Printing Office (1938), pp. 138-41, 195, 212, 224.

(b) **Library Service,** Staff Study Number 11 (Carleton B. Joeckel) 106 pp.

[6]Margaret Wooster Curti, **Child Psychology.** New York: Longmans Green & Company (1938), pp. 248-49.

Coleman R. Griffith, **Psychology Applied to Teaching and Learning.** New York: Farrar & Rinehart, Inc., (1939), pp. 523-25.

[7]National Resources Committee, **The Problems of a Changing Population,** (1938) pp. 119-46.

[8]Cf. Sir Josiah Stamp, **We Live and Learn.** London: The Macmillan Co. (1938), pp. 129-30.

I May Be Right— I May Be Wrong

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Teach with Open Mind

AT THE trial in Alice in Wonderland the king remarked about a piece of evidence, "If there's no meaning in it, that saves a world of trouble, you know, as we needn't try to find any." Sometimes we school teachers in considering something that is contrary to our traditional procedures see no meaning in evidence we don't like and thus save ourselves a world of trouble by not trying to find any.

Students of philosophy of education are familiar with the term *mind set.* Mind set represents the mental attitude of one who has taken a position regarding some question and has closed his mind to any evidence on the other side of the question. We all know teachers who have mind set attitudes on many questions. That is their type of philosophy, and their psychology is a negative psychology but they don't realize that these things are so. We all know teachers who can count their years in decades instead of one by one and still continue to grow professionally. They possess an open mind on most problems. They expect to find new things in school work, new and better ways of doing things, while the *mind set* people rely on what they learned in the first few years of their teaching.

School work whether performed by teachers, principals, supervisors, heads of departments, clerks, janitors or superintendents can be routinized and done according to a set pattern. Under such procedure the work is easily done but it is not well done if by "well done" we mean done so as to produce the best educational outcomes for the pupils.

A good teacher knows that his tomorrow's teaching experience may be different from any teaching experience he has ever had before and that it may be better in its accomplishments than any he has had before.

A good teacher understands that it is important that he have a high degree of mastery of the subject matter he teaches, and he knows that it is equally important that he knows his pupils.

A good teacher recognizes the importance of knowing current practice in progressive schools and how it differs from the practice in traditional schools.

A good teacher reads several educational magazines regularly and reads at least a few professional books every year.

A good teacher knows something about the scientific method and something about philosophy and psychology in education.

A good teacher is neither ultra conservative nor ultra progressive. He or she neither accepts nor condemns the new just because it is new, nor the old because it is old.

A good teacher is willing on occasion to accept some things on faith for "Faith is the substance of things hoped for, the evidence of things not seen."

All in the Day's Work

EVERETT V. PERKINS
Principal of Coney High School
Augusta, Maine

A Non-Meddling Superintendent

Fred W. Burrill, who retires this summer after a long service here and elsewhere in Maine, was in many respects an ideal superintendent.

There was one thing that I as a high school principal especially appreciated. While Mr. Burrill had many helpful suggestions and was always in close touch with my work, he kept hands off in matters of detail. He welcomed any new ideas I might have and, unless he saw definite obstacles, would encourage me to go ahead. He expected me to run the high school with the cooperation of the faculty and held me responsible only for results.

When some of my fellow-principals confide in me how their superintendents try to have a hand in every little high school problem of instruction, discipline, community relationship, or any other matter, I wonder how these so-called executives have time to formulate and carry out a single broad, constructive educational policy.

If we are going to fight for democracy we must practice it in the schools. Hats off to those superintndents who set the pace in their relationship with their principals and teachers!

My Retreat

It is no use for a school man to try to take any kind of a vacation around home.

If people know that you are available, they will want you for a hundred things, most of which are being attended to belatedly. You have to make out papers, find boys and girls for jobs (not jobs for boys and girls as formerly), talk with book men, advise students about their work, and visit about nothing in particular with people who just drop in. To follow your own inclination about anything is almost impossible.

I am not naturally a recluse. I like people but now and then I want to escape from them.

Fortunately, I have a retreat. I have hung on to the old farm in Vermont and there I go for change of experience and restoration of faculties.

At the farm I can eat a meal or read a story without being called to the telephone for I have none up there. I don't have to listen to the alleged virtues of various nostrums or to blood curdling tragedies over the radio for the only one I have is in the car.

My theory is that repeating pleasant experiences of early life tends to keep men young. I always had steers to handle in my youth and I recently have added to my possessions a nicely matched pair. Driving these as I have opportunity and watching them grow will provide an interesting and helpful diversion.

My advice to any school man who is at all countryminded is that he acquire a farm. It will not only give him a retreat during his professional career but will afford him a place to go when he retires. It will ensure him a feeling of security in these turbulent times. In the words of Maine people here near the coast a farm for a school man is "an anchor to windward."

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Teaching Reading

The maximum success in the teaching of reading is attained through consistent emphasis upon four distinct yet closely integrated factors: materials, methods, testing, administration.

1. All reading materials should be skillfully adapted to the nature and mental level of the child; they should come within the sphere of his interest; they should be neither too difficult nor too easy; new words should be introduced slowly and old ones re-used systematically; the size of type should be correct; and the illustrations should be appropriate, well-colored, profuse. Superior methods are greatly handicapped by inadequate materials. Get the best books possible and a lot of them—the supply is extensive.

2. The field of methods is vital and at the same time broad and confusing. Nowhere is one more likely to fly off on a tangent. Out of a myriad of pseudo nostrums the teacher must choose procedures that are inherently sound; he must read, study and think for himself; he must evaluate all theories and devise his own techniques. In this study it is important that the teacher analyze carefully the innate values of oral reading, silent reading, vocabulary development, speed drills, phonics, and devise means for securing more effective motivation, readiness, testing. There is a great deal of "messin' around" in education. Watch your step.

3. Children should be tested regularly in every grade. Tests help discover points of weakness and strength; they afford a basis for comparing achievement; they indicate points that need reemphasis. Various types are useful: written examinations, new-type tests and standardized tests.

4. Administration is important in that it lays the foundation for system, organization, uniformity in materials, methods and testing. It unifies the whole program.

The News Digest
OF EDUCATION IN ACTION

Trade Teacher Scarcity In New York City

NEW YORK.—The city has plenty of teachers in academic fields and will make no new appointments this year, but a shortage of vocational and trade school teachers is developing as a result of national defense needs, school officials report.

For the second consecutive year there will be no examinations for teachers in the city's academic high schools. Examinations will be given, however, in the vocational and trade fields and in several supervisory and administrative categories.

Weather Class Popular At M.I.T.

CAMBRIDGE, MASS.—Weather forecasting has a feminine twist at Massachusetts Institute of Technology. Men students have been flocking to the classes conducted by Miss Margaret Whitcomb, 25-year-old meteorology instructor and youngest teacher at the institute. Miss Whitcomb has been connected with M. I. T. since graduation in 1939 and teaches her laboratory class work through analysis of the daily weather map.

Kansas City Schools Drop German Course

KANSAS CITY.—For the first time since the World War German courses will not be offered in Kansas City schools.

Ten students who started the language last year will be enrolled in a special outside class. School authorities said a lack of interest prompted their decision.

Dr. Woodward To Rhode Island State

NEW BRUNSWICK, N.J.—Dr. Carl R. Woodward, secretary of Rutgers University for the last five years, has resigned to accept the presidency of Rhode Island State College, Kingston, R. I., effective Nov. 1. The announcement was made by Dr. Robert C. Clothier, president of Rutgers.

DEAN PAYNE OF N.Y.U. FORECASTS EDUCATION'S BIG JOB AFTER WAR

NEW YORK—Seven proposals whereby education may play a more significant part in the postwar reconstruction era than at any time in the past were advanced by Dr. E. George Payne, dean of the New York University School of Education, in his annual report to Chancellor Harry Woodburn Chase, Chancellor of the University. He called for:

"1. An expanded period of schooling, ending somewhere between 21 and 25 years of age, for all youth regardless of their financial or social circumstances.

"2. A program of education to provide the opportunity for youth to function in a democratic order while learning to become adult citizens.

"3. Provision of an adequate program of adult education to equip adults for the new democracy which is bound to emerge from an exhausted world and disrupted civilization.

"4. A work-study educational combination that will result not only in a book knowledge about life, but equipment for full service and citizenship.

"5. Adequate facilities for nursery and pre-kindergarten education to make available to parenthood the results of the research in the physical and mental sciences in the upbringing of children.

"6. Emphasis in education upon personality and its full development and not upon the mere acquisition of knowledge.

"7. Definite educational planning to take into account not merely the physical and psychological nature of childhood, as it has in the past, but also the cultural social and economic factors of the community which education must serve."

J. C. Geer Named To Concord High

CONCORD, MASS.—J. Clifford Geer, with nearly 20 years of educational experience, comes here from Danielson, Ct., to serve as principal of the Concord High School, succeeding Willis B. Gifford, who will become principal of the Laconia, N. H., High School.

Born in Belchertown on Aug. 30, 1897, he was graduated from Tufts College in 1918, magna cum laude, and received a master of education degree from Boston University in 1936. He served in the United States Army during the first world war.

Hitch-Hike Technique Is Taught Collegians

AUSTIN, TEXAS.—College students in the Southwest will have skilled technique in thumbing rides.

Keyes Carson Jr., Texas Aggie senior and president of the National Hitchhikers Association, visited other Texas colleges, organized chapters of the association and gave instruction in sure-fire methods to get a lift.

N.Y. Pupils' Savings Reach $5,000,000

NEW YORK.—School children in this city now have $5,000,000 on deposit in 650 school banks, Miss Helen A. McKeon, director of thrift education reports.

The deposits are the highest of all time. On Jan. 31 total deposits were $4,626,000 and on June 30, 1940, $4,624,049. Junior High School 232 of Brooklyn had the largest deposit, $103,758. The next highest was Public School 70 of the Bronx with $80,823.

The New York City savings are about one-seventh of the national total. There are 600,000 children depositors throughout the country with an aggregate total of $34,000,000, Miss McKeon's report disclosed.

COLLEGES ANTICIPATE INCREASE IN WOMEN STUDENT ENROLLMENT

WASHINGTON.—The new crop of women students may help soften the blow of the drop in enrollment in American colleges and universities expected this fall as a result of the selective service program.

Anticipated increases in women students were cited by Dr. Raymond Walters, nationally known for his surveys of college registration, as one factor in a "surprisingly optimistic" forecast of college attendance for the 1941-42 school year.

Dr. Walters, president of the University of Cincinnati, told a defense conference of educators that reports from 469 approved institutions showed 178 expecting about the same enrollment as last year and 55 "anticipating a somewhat larger number."

The remainder, including most of the large institutions, look for decreases which will drop the national total, he said, but the whole picture is considerably improved since last winter.

Of 81 colleges for women, he reported, only eight anticipate decreases, while 51 expect the same number of students as last year, and 22 expect more. Co-educational institutions also foresee larger attendance by women.

Other factors cited for the reduced cut in expected enrollment were:

"The continuance of the lower age limit for selective service at 21 years and the modification of regulations which now defer students in technological, medical and certain science courses as "essential men'."

Dr. Walters also reported that numerous institutions, "including prominent eastern colleges for men," were conducting promotional campaigns and waiving limitations on the size of freshman classes to offset upper class losses.

School Courses Held 90% Faulty

NEW YORK.—Ninety per cent of the courses of study now offered in the American public schools are inadequate and do not prepare the students to live in a democratic society, Dr. Herbert B. Bruner of Teachers College charged in a report of a five-year investigation.

A staff of research workers and assistants cooperated in the study, which sampled 85,000 courses in use in schools throughout the country.

Only 10 per cent of them have kept pace with the tempo of American life, according to Dr. Bruner. For the most part, the courses have not been changed in a quarter of a century. Such subjects as advertising, housing, consumer education and an improved standard of living have been almost neglected, the report noted.

Johnson Nominated Temple President

PHILADELPHIA.—Robert L. Johnson, New York publisher and one of the founders of Time Magazine, has been nominated unanimously by the board of trustees of Temple University as the only candidate to succeed Dr. Charles E. Beury, recently retired president. Johnson's election was recommended by a special committee headed by George A. Walsh, Federal District Court judge.

No Reform School For Non-Saluting Pupils

BOSTON.—The Massachusetts Supreme Court has ruled that children cannot be punished by the courts as "habitual school offenders" for refusing to salute and pledge allegiance to the American flag.

A ruling by the majority of the court reversed a decision by Superior Judge John E. Swift that had ordered the three children of William Johnson, of Deerfield, committed to the Hampden County Training School for refusing to salute the flag.

The Supreme Court decision, written by Chief Justice Fred T. Field, said that the state statute regarding flag salutes provided penalties for teachers who neglect to require the flag-salute exercise, but provides no penalties for pupils.

The court held, however, that refusal of pupils to salute the flag warrants their expulsion from school. The same stand recently was taken by the United States Supreme Court, to which Mr. Johnson took the expulsion question.

Asks More State Aid For Vermont Schools

MONTPELIER, VT.—State Commissioner of Education Ralph E. Noble recommended in a recent statement that Vermont appropriate more money to help towns equalize educational opportunities. The Commissioner pointed out that this State pays only half as much of the total cost of education as does the average State.

Vermont ranks 26th among the 48 States in the average cost per pupil and 34th in size of teachers' salaries. Mr. Noble's statement said the school census shows 75,051 children of school age from six to 18 years, inclusive, in the State. There are about 1,500 more boys than girls. During the past three years enrollment has tended to decrease but not greatly, resulting in smaller elementary school enrollments, but not yet affecting high school attendance.

There are 74,051 children actually enrolled in Vermont schools, including 62,908 in public elementary and high schools and 11,600 in private elementary and high schools. Only 1.1 per cent of the elementary pupils who enroll drop out and only 6.2 per cent of the high school pupils who enroll drop out to go to work or for other reasons.

Vermont ranks fifth in per pupil cost in New England and 26th in the country. There are 34 States, the commissioner said, which pay a larger share of the total cost of education than Vermont.

Benjamin F. Buck

CHICAGO. — Benjamin Franklin Buck, who had a prominent part in the development of Chicago high schools, died recently in the Evanston Hospital after a brief illness. He was 76 years old.

Mr. Buck attended Michigan State Normal College and was graduated from the University of Michigan in 1893.

In 1912 Mr. Buck organized Senn High School. As principal there he saw the school develop from 600 students to over 6,000. In 1928 he became assistant superintendent of schools in charge of high schools, a post he held until age compelled his retirement in 1935. True to his promise, he remained active in educational fields after that, going to New York to organize an experimental school.

Churchill's Greatest Teacher Omitted

LONDON.—A London editor having assembled a roster of the teachers, civil and military, living and dead, who had played a part in the education of Winston Churchill, recently sent it to the Prime Minister for revision. It was returned with a single comment: "You have omitted mention of the greatest —my mother." She was Lady Randolph Churchill (nee Jerome of New York).

Governor's Wife Boosts Education

LEWISTON, ME.—America must preserve its status as the most enlightened nation on earth, particularly in times when the rest of the world is in upheaval, Mrs. Sumner Sewall, wife of Maine's Governor, told the State National Youth Administration conference.

Mrs. Sewall declared that revolution never occurs except among ignorant peoples. The NYA, she said, is helping to make education possible for deserving youth in the lower income brackets, and thereby is helping to preserve American educational standards.

Japanese Linguists Needed In U.S.

ITHACA, N.Y.—Wanted: Japanese linguists in the United States.

That's the conclusion of a conference of teachers of the language who met at Cornell University. The gathering attracted 20 persons, among them 10 educators representing eight colleges and universities, and six government officials.

A dearth of persons speaking Japanese exists in the country, the group decided. The situation, the meeting agreed, presented opportunities for students, not only because of the Far Eastern crisis, but from the long-term need of business houses and government agencies.

Girls' College Put On Auction Block

MECHANICSBURG, PA.—If you're in the market for a college, there's a nice little number — slightly used — going under the auctioneer's hammer.

Nearby Irving College—a women's school established long before the Civil War—will be sold to the highest bidder. Furnishings and equipment go on the block along with the ground and buildings.

The school—which was privately owned and operated for three-quarters of a century—failed to open for the 1929 fall term. The sale was arranged by heirs of the late owner, Dr. E. E. Campbell, fourth President of the College, who died in 1926. The institution was named for the author, Washington Irving, who was one of the original 25 trustees.

FILIPINOS WANT MORE EDUCATION, BUT FACILITIES NOT AVAILABLE

MANILA, P. I.—Appropriations for Philippine public education in the 1941-'42 fiscal year total approximately $19,000,000, or more than a third of the commonwealth government's national budget, but this sum is expected to be insufficient to provide the facilities necessary to meet the demand upon the islands' school system.

The Philippine government has attempted, ever since the commonwealth was established in 1935, to find a solution for the recurring so-called "school crises," but statistics taken from the 1939 census of the islands show that a large percentage of children of school age are without education. This situation is not the result of a dearth of interest in schooling by Filipino children; thousands are turned away yearly, from primary grades and high schools, because of the lack of room and teachers.

The census figures made available recently revealed that out of 1,870,666 children seven to ten years old only 773,665, or 41.4 per cent, were attending school when the census was taken. Of 1,041,802 boys and girls between eleven and thirteen only 565,264, or 54.3 per cent, were receiving an education.

The greatest disparity in percentages was shown in groups from fourteen to seventeen years old. Only 24.5 per cent of these children—329,628 out of 1,347,578—were enrolled in classes.

The figures also disclosed that approximately a third of the 5,260,046 older boys and girls were receiving an education. The remainder are unable to read and write and do not have an opportunity to learn.

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London University Damaged In Air Raids

LONDON.—London University has been damaged severely and many of its buildings destroyed, H. L. Eason, principal of the institution, reported recently.

"University College was the greatest sufferer," he said in his annual report. "It has been subject to repeated attacks by high explosive and incendiary bombs, and a large part of its buildings have been completely destroyed. About 100,000 books in its library have been damaged beyond repair. . . . Hospitals attached to the medical schools of the university, almost without exception, have been severely damaged, but medical education has been maintained at a high level."

Camp At Hyannis Renamed for Howes

HYANNIS, MASS. — The College Camp, summer center of physical education at the State Teachers' College, has been renamed in honor of Herbert H. Howes, late president.

WHEN BOARD SHUTS DOWN A SCHOOL LOUISIANA PUPILS OPEN IT UP

OAK GROVE, LA.—The kids didn't "throw a party" to celebrate when the School Board closed Oak Grove School. Instead they argued their parents into reopening it as a private institution. Then they pitched in and cleaned up the building so classes could begin.

And 66 of them registered for the term, which in Louisiana's strawberry and truck belt, begins in July and ends at the spring harvest season.

Nine unpaid volunteer teachers, all accredited, were on hand.

Louisiana's first agricultural high school, it had long been the pride of the neighborhood. District residents voted a special tax on themselves to improve it.

So when the School Board announced Oak Grove would be closed because of declining attendance and availability of other schools near-by, the citizens called indignation meetings.

A group of parents asked the District Court to enjoin the Board from carrying out the closing, lost their case and appealed.

Then Mavis Broussard, a youngster, spoke right out in meeting, "I've been talking to some of the other kids. We want to go to Oak Grove. Why not open it ourselves?"

The School Board agreed that the building might be used.

Mavis organized a squad of pupils who went to work with brooms and mops. Parents laid out routes along which private automobiles would pick up the children.

The faculty met, arranged classes and distributed textbooks.

Students Harvest Crops In Ontario

TORONTO.—Fifteen thousand students and teachers have been placed on Ontario farms and orchards to assist farmers harvest crops, Department of Labor officials announced.

Alex MacLaren, Director of Farm Service, said that in addition to between 900 and 1,000 farmerettes placed on farms the fruit growers of the Niagara peninsula got about 500 soldiers from the Niagara-on-the-Lake camp to assist them in harvesting.

Mr. MacLaren said he was endeavoring to obtain another 500 boys over 16 to meet farmers' immediate requirements.

British Teachers Learn About America

LONDON.—Long before the war it was discovered by a series of tests arranged by British county and municipal school boards that pupils of secondary and preparatory schools were deficient in a knowledge of American history. Now the British Board of Education has made the same discovery in regard to teachers and is remedying the defect.

The board has arranged a number of short courses on the United States of America, its past history, and current problems, for teachers in all types of schools. The lecturers include Americans of distinction as well as British subjects with wide and recent experience of the United States.

Courses already arranged are being held in London, Oxford, Newcastle-upon-Tyne, Leeds, Exeter and Aberystwith. Further courses will be arranged later in the year for other parts of the country.

Dr. Jones Succeeds Leigh at Bennington

BENNINGTON, VT.—Dr. Robert D. Leigh, who took "a Vermont hilltop," a pioneering board of trustees and an idea about education in 1932 and developed progressive Bennington College, has resigned as its first president. Dr. Lewis Webster Jones, 42-year-old economist and member of the faculty of Bennington College since its beginning, was chosen president by unanimous vote of the trustees.

Pupils' Vocabulary Gauged by WPA

NORMAN, OKLA.—Under the sponsorship of Oklahoma University and the direction of Dr. Henry D. Rinsland, Professor of School Measurements at the university, the Oklahoma WPA vocabulary project has established what is considered a reliable children's vocabulary for each grade in the elementary school. This was established by sampling the writings of 270,000 school children, from the first through the eighth grade in 708 schools representing every State in the Union. The survey included cities, towns, rural districts and practice schools of teachers' colleges.

This word study project expected to have far-reaching results because it will enable authors of children's books to eliminate words that have no meaning to children.

The project surveyed children's vocabularies from the logical basis of the children's own usage of words as shown in personal letters, themes, conversations, stories, original writings and poems embodying a total of more than 6,000,000 words. When repetitions were excluded, it was found that only 28,000 different words were used, and of these only 14,583 words were used frequently enough to be considered within a child's working vocabulary.

The survey shows which words should be introduced in each grade.

Some educators have advanced the claim that when children are asked to study books containing words which they do not understand, they become discouraged, then actually set up a resistance, unconscious, perhaps, but none the less real.

HAPPY VOYAGE!

A Community Adventure In Safetyland

This 25-page pamphlet outlines a happy adventure in safety for your school and community, based on reward, praise, recognition and publicity for carefulness and skill, rather than bigger and better punishment for carelessness and accidents. A complete program, full of drama, music, color, puts this idea across. Ready-made, to be put into immediate rehearsal. Better than hours of dull lectures.

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Textbook Topics

FROM PHYSICAL TO MENTAL "WELFARE"

With the rapidly rising demand for workers throughout the nation, almost every community has begun to feel a lightening of its expenditures for public welfare. By the same token—since it was that expenditure which so drained local treasuries that money had to be diverted from public education—there should now occur at least a moderate return of those diverted funds to the use of schools.

The moment should be opportune for action by school authorities to lay in a more adequate supply of modern textbooks. The children and young people of America must be implemented with everything they require for their inward fortification against the enemies of liberty.

HIRING WORKERS—AND CRIPPLING THEM

Let us assume a grade teacher receives an annual salary of fourteen hundred dollars for teaching thirty-five pupils. The teaching cost is forty dollars per pupil. Suppose a per capita allowance of two dollars per year is required for books, only five per cent of the teacher's salary is further spent to make her teaching produce the best results. But the budget trimmers decide that half the book allowance must be saved. The teacher therefore is compelled to do a cripple's job, the effectiveness of her instruction very materially diminished because her working materials are inadequate.

What lawyer or merchant would give his stenographer half the notebooks and pencils she needs for taking dictation and half the paper and ribbons needed for typing transcriptions?

What man would pay two hundred dollars for house-painting labor and furnish only half the paint needed to cover his house properly?

These questions are absurd. No more absurd than denying the forty dollar pupil the two-dollar book allowance he needs to receive the benefit of the instruction his teacher is paid to give him.

HECTOR L. BELISLE
Superintendent of Schools
Fall River, Massachusetts.

BOOK POSTAGE

The ready circulation of ideas is one of freedom's most important safeguards. Many years ago the Congress of the United States expressed its belief in this principle by providing low postage rates for newspapers and periodicals. Some months ago, the President, by executive order, made similar provision for low-cost mailing of books. These, as every well informed person knows, are now carried from any point in the United States to any other point at a flat rate of one-and-a-half cents a pound.

The executive order that has aided and encouraged the circulation of books is due to expire September 30. Meanwhile efforts are being made to give the favorable book rate a more permanent footing through an act of Congress. Such legislation would establish a policy which has helped to put books within easier reach of every one.

There ought, of course, to be no discrimination against books for school use in any legislation that may be passed. Such discrimination would become actual if workbooks and textwork books were to be excluded, as they would be under early phrasing of the bills. Workbooks even with their many blank lines should be accorded all the postal privileges given to books in general.

Teachers who are interested in helping their pupils save from ten to forty per cent of the cost of needful classroom material—and who isn't—should write at once to their congressmen, urging that H. R. 4103 be amended to include workbooks in the provision for one-and-a-half cent book postage. But act quickly for the time is short.

CREDIT WHERE DUE

Textbooks and the teacher have contributed more to the growth of intelligent and loyal citizenship these many years in America than any other factor that can be named. If we have passed through a long and tense depression without any real danger of revolution, we have the work of the schools mostly to thank.

TEXTBOOKS AS AIDS TO ORGANIZATION

The school should consider organization as a major function of textbooks. Learning involves having new experiences, interpreting them, and organizing them so that they may be subsequently used again and again. Of course, the textbook plays a part in providing new experiences, in stimulating students to reflect upon these experiences, and in helping the student to interpret them. But these three aspects of learning are also provided through other types of materials—through direct experience, through observation, through visual materials, and through discussions. In my opinion, the textbook is frequently the most effective means of helping students to organize the results of these new experiences, the ideas, the attitudes, the skills, and generalizations.

RALPH W. TYLER
University of Chicago.

SAVE FODDER AND LOSE MILK!

What would you think of a dairyman who would attempt to save in a pinch by cutting the ration of his stock from say 30 cents a day to 20. The 20-cent ration would keep the creature alive and moving and that is all. The extra 10 cents represents production, the difference between keeping a boarder for nothing and earning a reasonable profit. The economic fallacy may not be quite so obvious in the classroom as in the milkpail, especially if the persons responsible never see a classroom, and yet the difference is there for anybody to see who cares to investigate and it doesn't take a Philadelphia lawyer to prove the case.

FRANK M. RICH
Principal, School No.2
Paterson, New Jersey.

The unsound theory of economizing on textbooks has arisen from the fact that their true values are imponderable. Not how many ounces of paper and ink and cover—but how much of knowledge and right suggestion and impression go into the minds of pupils—that is what counts.

"As Society Refines, NEW BOOKS

Educational Sociology

Walter R. Smith, late professor of educational sociology in the University of Kansas is quoted as saying: "Educational sociology may be defined as the application of the methods, principles, and data of sociology to the study and practice of education. Its interests center about the socializing process as those of educational sociology about the learning process."

These two sentences give some idea of the scope of this book by two members of the College of Education of the University of Washington. A further idea may be gained by noting the following chapter headings: "The Meaning of Democracy and Education," "Analysis of the School Population," "Education and Crime," and "Adult Education." The last section of the work consists of five chapters discussing the social value of the most important school studies. These contain much material of high practical value.

There is no doubt that this substantial, scholarly and stimulating volume is an important contribution to the literature of the subject. It deserves wide attention and use.

EDUCATIONAL SOCIOLOGY. By Frederick E. Bolton and John E. Corbally. — New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Life in Early America

American ways of life as we know and practice them today are an outgrowth of beginnings made in this land several centuries ago. To the study of those beginnings Mary G. Kelty's new book, "Life in Early America," is addressed with admirable fidelity of purpose and with further demonstration of the author's story-telling gift.

Call it social study on a thread of history, or history tied in with modern times and situations, the contribution of this attractive reader to the minds and characters of pupils in the middle grades will be much the same either way and assuredly of value for their better understanding of America and their desire to become worthy and intelligent citizens therein. Vocabulary and style are simple; narrative is vivid; illustrations are apt and colorful; emotional appeal is strong and should be lasting.

The story starts with Marco Polo and extends to 1812. A sequel, "Life in Modern America," is due for publication in September.

LIFE IN EARLY AMERICA. By Mary G. Kelty.—Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

All Aboard for Alaska

For a detailed account of a journey to Alaska, through the eyes of a teenage boy, turn to the new little volume, "All Aboard for Alaska," by DaVon McMurray. It is lavishly illustrated and altogether alluring in its get-up. It will make many a young American wish to visit our great Northern peninsula.

ALL ABOARD FOR STORYLAND. By DeVon McMurray.—Boston: D. C. Heath and Company.

Senior Practical Mathematics

How to make the art of computation of service to the daily lives of high school students both before and after graduation, has evidently been the guiding thought in the preparation of "Senior Practical Mathematics," a new volume by the wellknown textmaker N. J. Lennes.

The book is a marked departure from traditional lines and is full of surprises in its choice and treatment of problems. While it deals with many matters commonly found in recent mathematics texts for pupils in the general courses of high schools—including percentage, interest, household budgeting, forms of investment, computing one's income tax, and the rest—an important portion of the text is devoted to questions of broad social interest. For example: Shall we make the rich pay the taxes? The student is furnished tables, showing the number of persons having incomes of a million dollars or more a year, and so on down. When he discovers that in 1934 there were fewer than a half million Americans with incomes of more than $5000 annually, their combined incomes being about six billions, he has the basis for a variety of problems and also for the sure conclusion that if all those incomes were confiscated in taxes the cost of government would be only half or one-third covered. This is but one illustration of many that might be taken from this noteworthy mathematics text which, if widely studied, would enable our young citizens to resist with commonsense and cool figuring the blandishments of demagogs.

The text includes considerable amounts of algebra, mensurational geometry and the use of simple trigonometric functions.

SENION PRACTICAL MATHEMATICS. By N. J. Lennes.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

The Mind's Eye

Much educational psychology is packed between the covers of Ernest Cobb's latest book, "The Mind's Eye." But the treatment is notably informal. Here a gifted teacher, who left his classroom to carry out an idea as publisher of the Arlo Books, has written out his philosophy. He would have the schools deal out less of detailed information to be memorized and then forgotten, and more of clear-cut images or impressions. The style is graphic, the mood sometimes reminiscent, sometimes controversial, always bright and sincere and squarely based on common sense. The author—or "authors," since Mr. Cobb's wife and daughter collaborated in the preparation of the work—have made a distinctive contribution to education and especially the development of reading-for-content, and it is interesting to learn more clearly what his theories are and why he holds them. Mr. Cobb's earlier book, "One Foot on the Ground," was one of the severest criticisms ever given to the ultra-progressive schools, and whatever progressiveness he has demonstrated is never to be spelt with a capital "P."

THE MIND'S EYE. By Ernest Cobb.—New York: G. P. Putnam's Sons.

Must Ever Become More Necessary"

OLIVER GOLDSMITH

Man, the Nature Tamer

It is so easy to take for granted what the past has wrought out for modern man by hard labor, by mental effort and by moral struggle that there will always be a need for books like "Man, the Nature Tamer," to make vivid the achievements of long ago and yesterday and to point out the bearing of former things upon the current hour of individual and social living.

The text in hand is apparently aimed at pupils of junior high or upper elementary grades. It is clear and simple in style, suitably illustrated, skilfully motivated and avoids the confusion we might expect from a work that so frankly attempts to integrate history, geography, science, invention and civics.

The subject matter has been arranged in ten units. Among them are food, clothing, shelter, transportation, power, communication and other major aspects of man's development. In the unit on food, for example, such topics as

What is a Balanced Meal?
The Red Man's Gift to the White Man
The Indian Potato Becomes Irish
How Man Defeats His Microbe Enemy
Can America Feed Her People?

are discussed.

The work is replete with lively narrative and thought-provoking questions. It will awaken pupil interests that may last a lifetime. And it should make for wise and worthy citizenship.

MAN, THE NATURE TAMER—FROM CAVEMAN TO AMERICAN CITIZENSHIP. By Richard H. Nida, and Fay Adams.—New York: Henry Holt and Company.

Our Nation

We have long since passed the time when a compilation of lifeless facts was regarded as a satisfactory textbook in American history. Almost every day we are brought into direct contact with issues which make us increasingly conscious of our democratic heritage. Under such circumstances it is imperative that the high-school texts in the history of our country contribute to the social program by giving a broad and deep understanding of the major trends of American life.

This is the idea which is at the center of *Our Nation*. It takes in considerably more territory than textbooks in American history once did. The authors have made a special effort to interpret the significance of social and economic forces. Unit One is entitled "How the Desire for Commerce and Wealth led Europeans to Discover and Settle America." Unit Nine deals with "The Quest for Security," the latter stressing especially the economic and social problems of the last ten years. The units between these discuss many other currents of American life of the past three centuries.

Maps, graphs, and exceptionally fine pictorial illustrations are numerous and valuable. The suggestions for teaching and study show a real understanding of the high-school student. The book is outstanding for its attractiveness and its completeness.

OUR NATION. By Eugene C. Barker and Henry Steele Commager.—Evanston, New York City, San Francisco: Row, Peterson and Company.

Your Government

Here is a decidedly distinctive text for use in classes in high-school civics. The books has a very unusual background. The author, who is director of research in the personnel administration of the United States Civil Service Commission, has for the past seven years been making investigations of methods of teaching civics which would bring to pass a more general and intelligent participation in government. This book and *You and Your Community*, the author's earlier volume in the same series, are based upon these findings of Mr. O'Rourke and the superintendents, teachers, and pupils who co-operated with him in a hundred and fifty communities.

The work contains more than two hundred illustrations of various types. No one can browse over these for a half hour without discovering that he is in contact with a colorful and stimulating book. Its most marked characteristic is its stressing of concrete problems. It approaches the study of government not from the library but from the home, the community, the county, the state, and the nation. So great is its emphasis upon practical matters that one would think that it could almost teach itself.

"Your Government: Today and Tomorrow" is not written from the point of view of the believer in "unprincipled education." The author frankly holds to the opinion that it is worth while to inculcate in youth a knowledge and appreciation of democracy. The book belongs to Heath's *Correlated Social Studies* of which the general editors are Dr. Edgar B. Wesley of the University of Minnesota and Assistant Superintendent William A. Ham of the public schools of New York City.

YOUR GOVERNMENT: TODAY AND TOMORROW. By L. J. O'Rourke.—Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

Considering the Meaning

The task of him who would make a better text for the study of English is indeed a difficult and challenging one, for he must discover latent interests and direct pupils toward the exercise of faculties they are often reluctant to use.

"Considering the Meaning" strikes the reviewer as likely to intrigue the high school student by its choice of material, likely to help him develop his capacity for straight and accurate thinking; and likely, too, to improve his techniques of selecting words, arranging them, and even of distributing the commas, colons and dashes with good effect. The book has a modern touch, a prime requisite for modern young people. It should succeed in gripping them and carrying them many steps forward in mastery of the mother tongue for everyday and special tasks.

CONSIDERING THE MEANING. J. Paul Leonard and Rachael Salisbury.—Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.